

Organisation name	Summer Boarding Courses, head office Leeds
Inspection date	26–28 July 2023

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited Summer Boarding Courses in July 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Summer Boarding Courses (SBC) is part of Dukes education group of nurseries, schools and colleges in the UK. SBC sits within Dukes Plus, an arm of the wider company, and provides a range of summer programmes across its centres. Since the last inspection, there have been some changes in the Dukes leadership team, and in September 2021 the SBC operations manager took up the role of director.

At inspection, four centres were running: Canford, Twyford, Headington and Eton. Of these two were visited – Canford and Twyford.

This compliance-only inspection, part of which was conducted remotely, took two full days, a half and a part day. Inspection of both centres was carried out onsite and meetings with head office (HO) were conducted remotely.

At Canford, meetings were held with the summer school director (SSD), the director of studies (DoS), the office administrator, the activity manager, the welfare manager, activity leaders and house parents. One inspector had a meeting with a group leader. At Twyford, meetings were held with the SSD, the academic programme manager (APM), the social welfare managers, and pastoral activity leaders. At HO, meetings were held remotely with the director, the academic director, the head of people, the head of marketing, the head of admissions, the operations director, and the programme manager. At both centres, focus groups were held with teachers and with students, and residential accommodation was visited. All teachers scheduled to teach during the inspection were observed at each centre.

Address of main site/head office

Floor 3, 6 Wellington Place, Leeds LS1 4AP

Description of sites visited

At Canford, office and staff space was organised within one building, with an outdoor breakout and activity area immediately outside, as well as a covered marquee. Teaching was taking place in an adjacent building, with accommodation and the dining hall a short walk away, and easy access to sports facilities.

At Twyford, the centre was similarly accommodated in a single area, with a central breakout area and close to classrooms, canteen and all facilities. The accommodation block was within easy reach.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

At Canford programmes offered to 11–15 year-olds are general English, and language development through specialist areas, including STEM, introduction to leadership and introduction to international relations. English Plus, with additional activities such as horse riding, is also offered. At Twyford, all students, aged 8–12 follow the English Explorers programme of general English and activities.

Management profile

The Director reports to the managing director of Dukes Plus. The SBC senior team reports to the director and includes the heads of marketing, admissions, people, and learning and development, as well as the operations director, the academic director and the financial controller. Each of these roles manages a team, and centres are overseen by these teams, with staff reporting to the SSD in each centre.

Accommodation profile

On-site full-board residential accommodation is provided to all students. At Canford rooms are in four boarding houses, with students divided by age and gender. Rooms are single, double and small dorm rooms with shared bathrooms. Each house has comfortable communal lounge areas equipped with games where students can relax. Accommodation at Twyford comprises one boarding house divided into two, with rooms allocated according to gender and age. The rooms are arranged in small dorms with shared bathroom facilities. Students have access to large, comfortably furnished common rooms for relaxation. Both sites offer a laundry service to all students.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates effectively and efficiently to the clear benefit of the students, and in accordance with the provider's stated goals, values, and publicity.

Premises and resources

The provision meets the section standard. Premises provide very comfortable and welcoming environments for both staff and students. A good range of learning resources is available, highly appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The welfare and security of students is ensured in a practical and sensitive manner; accommodation is of a very good standard and well managed. The leisure programme provides a carefully considered mixture of activities staffed by a conscientious and appropriately experienced team.

Safeguarding under 18s

The provision meets the section standard. Considerable care is taken to ensure that there is good provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided. Safeguarding policies have benefited from expert input, and implementation is thoughtfully executed.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

The organisation has clear objectives and its strategic plan includes detailed analyses in the context of the current market and developments in the ELT industry. SBC's goals, values and mission statement are clearly communicated and understood; awareness of values and work in progress towards goals were often in evidence. The management structure is clear, and staffing levels and structure facilitate cover and continuity both in centres and across the organisation. Staff are strongly supported by good communications and effectively enabled by technology. There is a clear cycle of continuous improvement drawing on staff and student feedback in particular, both of which are regularly collected and acted upon.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

Robust systems ensure that staff are well recruited, inducted, supported and monitored, as well as provided with professional development opportunities. There is a clear sense that SBC is a good organisation to work with; many staff return, and this pattern is encouraged through targeted staff development and pathways to progression. This, combined with strong recruitment systems, had led to clear examples in both centres of staff members being exceptionally well-suited to their roles.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

A dedicated team, within which a range of languages is spoken, provides extensive information and advice, including detailed consultation with parents. Technology provides excellent support and information is easy for staff to retrieve. There are clear policies and procedures for dealing with complaints and student conduct. Although attendance is unlikely to be a problem in the summer context, there is constant supervision and a good level of response and support to any issues arising.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met

M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the SBC website, where a brochure can be downloaded. Use is also made of blogs and a range of social media. Publicity is detailed, accurate, comprehensive, well presented, and enhanced by photographs of actual provision.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

Premises at both centres visited were in a very good state of repair, with excellent facilities. Classrooms provided highly suitable learning spaces for the courses being run, and there was ample space for students to circulate, relax and socialise. Food was varied and nutritious and appreciated by students. Staff areas were spacious and well organised and equipped.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

Very good materials are available for learning and teaching, including core coursebooks as well as a good range of supplementary materials. Excellent guidance is provided for teachers, and student handbooks include learning resources and guidance. Good technology is available and appropriately supported, and training is provided in its use.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

The majority of teachers at both sites were TEFLI and/or had a range of relevant experience. Rationales were provided for two teachers without a TEFL qualification and both were accepted in the context of this inspection. One teacher had qualifications and specialist teaching experience in the subject area he was teaching; the other was QTS in his specialist teaching area. Both had received tailored induction and ongoing training and support for the English language element of their courses. The wider academic management team has a very strong profile in terms of both qualifications and experience, and the DoS/academic leads in centres are appropriately qualified and supported by the wider team.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

All aspects of academic management are appropriately dealt with. Each centre has an academic lead or DoS, either themselves part of, or supported by, head office staff as needed. This integrated presence effectively creates a wider team, through which a number of areas can be assured, including good cover arrangements, strong support for teachers, and regular observation and feedback. It also facilitates development of less experienced staff as appropriate.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

Courses are well designed, whether as general English or to enable language development through other subject areas. Each course has a syllabus and supporting materials, many of which are custom-made. There are clear and

detailed guidance and suggestions for teachers and course outlines are available well in advance. Weekly plans are posted up in classrooms for students, who are also provided with a range of resources and tips on independent learning through their handbooks. The immersive nature of programmes as well as the way they are organised and delivered enables students to gain the maximum linguistic benefit from their time with SBC.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

All students complete an online placement test before arrival, and students' level and progress is monitored by teachers, with appropriate arrangements for level changes and learning support. Certificates of achievement and brief reports are issued at the end of the programme, with details of the course and dates. The wider Dukes education group is well-placed to provide support to any student wishing to progress to mainstream UK education.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	General English; STEM; Introduction to Leadership; Introduction to International Relations; English Explorers

Comments

Seven teachers were observed at Canford, and three at Twyford.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers generally demonstrated sound knowledge and awareness and provided appropriate models and examples. In some of the specialist lessons language focus was clearly identified and explained.
T24 Plans and materials reflected student interests and maintained a strong focus on student participation. In some cases, plans identified specific needs of individual students which were then reflected in the lesson.
T25 Learning outcomes were very clear and students were aware of them. Lessons were logically sequenced.
T26 Teachers generally made use of a reasonable range of appropriate techniques, including monitoring and elicitation. Stronger lessons often included the use of skilful checking and personalised examples rather than explanations.

T27 Classrooms were generally managed appropriately, and materials and other resources used effectively. Some teachers managed class interactions very well to include everyone and ensure a balance of student contribution.

T28 Teachers provided plentiful praise and encouragement as well as monitoring and prompting. Some made good use of a range of techniques to provide feedback and correction.

T29 Lessons included review, and relevant short tasks to evaluate learning. In some cases, reflection time was provided, and teachers noted points for students to take away from the lesson.

T30 Almost all teachers had established excellent relationships with their students, enabling them to make good use of personalisation. Lessons were generally characterised by fun, laughter and high levels of student contribution and engagement. Good pace, frequent movement and good variety of interaction and activity all contributed to a positive, relaxed and productive classroom atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory against the criteria, with the majority being satisfactory or better. Teachers demonstrated grammatical awareness and generally provided appropriate models through their own speech and writing. Lessons had been carefully planned with learners' interests in mind to ensure high levels of participation and engagement. The techniques used were generally appropriate, and classroom resources were managed effectively. Teachers had often given thought to the evaluation of learning and feedback to learners and had created a welcoming and stimulating classroom atmosphere.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

Detailed risk assessments are in place for both centres, ensuring the safety and security of students and staff. There are comprehensive emergency action and incident management procedures known to all key staff and documented evidence of regular fire drills. Students receive excellent pastoral care from all staff and a nurse is available at both centres, in person for part of the week and on call at other times. Clear policies are in place to promote tolerance and respect for others and all students spoken to felt that they were safe and very well looked after.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met

W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

The accommodation inspected is of a very good standard, very suitable for young people on short summer camps. Thorough checks are carried out before students arrive and spot checks take place during their stay. Students are frequently offered opportunities to give feedback on their accommodation. Bedrooms, bathrooms and communal areas are cleaned regularly and there is good provision for laundry at both centres. Food was of a high standard and enjoyed by the students. On both sites, SBC staff liaise closely with host centre staff to ensure any difficulties are quickly resolved. Students spoken to were very happy with their accommodation and the meals provided.

Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.	N/a
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

No homestay accommodation is offered.

Accommodation: other

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

Leisure opportunities

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

Students benefit from a very well-planned and resourced leisure programme, offering a good mixture of sporting and creative activities. Contingency plans are in place to make sure the leisure programme always runs, regardless of weather or any other unforeseen problems. At Twyford students are able to mix with local students for part of their leisure programme, offering excellent opportunities to develop their English language skills informally. Systems for ensuring the safety of students are very good, staff are well trained and, in some cases, experts in specific activities. Students at both centres expressed their enthusiasm for what was offered.

Safeguarding under 18s

Safeguarding under 18s	Met
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S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

All students enrolled on the residential vacation courses are under 18. The age range is 12–15 or 8–11 depending on the centre.

A comprehensive safeguarding policy and procedure is in place which has benefited from expert input and is reviewed every year. Training for staff is very good. Safer recruitment features strongly across the organisation; suitability checks and references asking about an applicant's suitability to work with under 18s were seen in all staff files sampled. Parental consent procedures are thorough, and age appropriate and transfer arrangements are carefully planned. The supervision of students during all scheduled activities is excellent. Accommodation for under 18s is well managed and all staff are aware of their responsibilities.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile: multicentre

Inspection history	Dates/details
First inspection	August 2010
Last full inspection	July 2018
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	Dukes Education Schools and Colleges

Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Oxford College and Cambridge College

Private sector

Date of foundation	2008
Ownership	Name of company: Summer Boarding Courses Ltd Company number: 06697050 Part of Dukes Education Group Ltd Company number: 09345899
Other accreditation/inspection	BAC

Premises profile

Address of Head Office (HO)	Floor 3, 6 Wellington Place, Leeds LS1 4AP
Name and location of centres offering ELT at the time of the inspection but not visited	SBC at Eton College, Windsor SL4 6DW Headington School, Headington Road, Oxford OX3 7TD
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

DATA ON CENTRES VISITED

1. Name of centre	SBC at Twyford School, Twyford, Winchester SO21 1NW
2. Name of centre	Canford, Canford Magna, Wimborne BH21 3AD
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					
ELT/ESOL students	At inspection				
18 years and over	0	0			
17 years and under	33	115			
Overall total	33	115			
U18 programmes: advertised minimum age(s)	8	11			
U18 programmes: advertised maximum age(s)	12	15			
Predominant nationalities	Saudi Arabian, Chinese, French, Japanese, South Korean, Spanish				

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	4	8			
Total number of activity managers and staff	3	14			
Total number of management (non-academic) and administrative staff	2	4			
Total number of support staff	7	15			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
	1	2	3	4	5
Centres					

TEFLQ qualification and 3 years' relevant experience	1	1			
Academic managers without TEFLQ qualification or 3 years' relevant experience	0	0			
Total	1	1			

Comments

At Twyford, the academic programme manager from HO was in regular attendance to support the Twyford teaching team. At Canford, the resident DoS was also a member of the HO year-round team.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	0	0			
TEFLI qualification	3	5			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	0			
Teachers without appropriate ELT/TESOL qualifications.	0	2			
Total	3	7			

Comments

None.

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited

<i>Arranged by provider/agency</i>	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	N/a	N/a				N/a	N/a			
Private home	N/a	N/a				N/a	N/a			
Home tuition	N/a	N/a				N/a	N/a			
Residential	N/a	N/a				33	115			
Hotel/guesthouse	N/a	N/a				N/a	N/a			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				N/a	N/a			
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family	N/a	N/a				N/a	N/a			
Staying in privately rented rooms/flats	N/a	N/a				N/a	N/a			
	Adults					Under 18s				
Overall totals	N/a	N/a				33	115			

Centres	1	2	3	4	5
Overall total adults + under 18s	33	115			