

Organisation name	Summer Boarding Courses, head office Shipley, Yorkshire
Inspection date	24–27 July 2018

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

The British Council inspected and accredited Summer Boarding Courses in July 2018. 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).

This private language teaching organisation offers residential courses in general English for under 18s.

Strengths were noted in the areas of strategic and quality management, staff management, student administration, publicity, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

The inspection report stated that the organisation met the standards of the Scheme.

Introduction

Summer Boarding Courses (SBC) was founded in 2008 as a family business providing summer courses in English language, activities and excursions for under 18s as residential courses in English boarding schools. Having started with one school, it quickly expanded and at the time of the 2014 inspection it was running courses in five centres, including courses with an academic study focus.

In May 2015, SBC became part of Dukes Education Group and began to consolidate its courses in Oxford at Wycliffe Hall, Headington and The Dragon School, and at Canford School in Dorset. A study element was introduced into all courses and it has become an integral part of SBC's provision at all centres, as has the "Time to Shine" collaborative projects leading to group presentations. All courses also offer activity programmes, excursions and evening entertainment.

Late in 2016, SBC acquired another accredited summer school in Oxford, enabling it to expand its academic study courses. Currently, an impressive range of 15-hour academic electives, plus academic visits and a university preparation module are being offered as Oxford College International Summer School, delivered at two centres, Wycliffe Hall and St Hugh's College. St Hugh's College (Centre 1) was the designated centre for this inspection.

SBC's courses for its youngest students (8–12), SBC Oxford was inspected as the wild card centre (Centre 2). Courses offer 15 hours of tuition per week and parents can choose between General English and Summer Study, which provides for English language development through a selection of mainstream school subjects.

Both courses included Time to Shine projects, activities programmes and evening entertainment.

Over 80% of enrolments are individual, with a high proportion of returners. SBC tries to ensure a wide range of nationalities; this year it has enrolled students from over ninety nationalities.

The inspection was carried out by two inspectors over the course of four days. At Head Office (HO) meetings were held with the operations director, the project manager, the programme manager, the human resources (HR) co-ordinator, the finance controller, and three of the four student support managers (SSMs). (The fourth was visiting her designated school in Oxford.)

In Oxford, inspectors had meetings with the "roaming" managers, that is, HO personnel who support the schools on the ground during the summer period. These included the director, the academic director, the summer operations manager, the academic programme manager and the two transfer managers.

At St Hugh's, they met the college principal, the director of studies (DoS), the social and wellbeing manager, the excursions and events manager and the office co-ordinator. At SBC Oxford, they met the summer school director, the DoS, the student director, the social programme co-ordinator, the welfare co-ordinator and house parents. Representatives from both host institution were met and focus group meetings were held with teachers, activity staff and students. Group leaders, who had students at both centres, were also met. Residential accommodation at both centres was inspected. All teachers teaching at both centres at the time of the inspection were observed. A full round-up was given to five managers at the end of the inspection.

Address of main site/head office

Summer Boarding Courses, Unit E, Home Farm, The Avenue, Esholt, Shipley, Yorkshire BD17 7RH

Description of sites visited

The company's HO is in a converted barn on a business estate in a rural area in West Yorkshire, about 15 minutes' drive from Shipley. The ground floor provides three separate large spaces, currently used for storage and break-out areas for staff, a kitchen and toilets. On the first floor there is an open-plan office with work stations for all HO staff, a meetings area with tables and chairs, some high seating at a work bench, and a separate boardroom.

Centre1 occupies spaces in four buildings at St Hugh's College, Oxford (St Hugh's College, St Margaret's Road, Oxford OX2 6LE). SBC has the use of a lecture room which is the centre office, 16 classrooms, an eight-work-station computer room, and a large hall used for assemblies and other purposes. There is also a dining hall, a conservatory and a basement area used for relaxation and some evening activities. Residential accommodation is provided in four buildings on campus. The garden in front of Main Building is designated for SBC use but, with the college's discretion, SBC can use all the grounds of the college. Roaming managers have the use of a ground floor room in a separate building; across the corridor from this office is The Old Law Library, which is used as an additional classroom. All buildings are close together in one area of the campus. Another language school and two conferences were on the campus at the time of the inspection but were using separate buildings and facilities.

Centre 2 is at The Dragon School, Oxford (The Dragon School, Bardwell Road, Oxford OX2 6SS). Accommodation consists of three offices for managers, teachers and activity staff, a store room, and 11 classrooms, all around a central courtyard/play area. The dining hall is on a separate part of the campus, across a residential road. The

school provides tennis courts, netball courts, a sports field, a sports hall, a dance studio, a swimming pool, an art room, and a theatre. There are four residential houses, which have common rooms, bathroom facilities and outdoor areas. Students from St Hugh's have use of sports and other leisure facilities at agreed times at The Dragon School.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<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

The Summer Boarding Courses Oxford College course at St Hugh's runs for six weeks in three two-week blocks. Students aged 15–17 have 22 hours of tuition per week, 15 in their elective academic subject and seven in a university preparation module. Students can choose from six academic subjects. The course includes one academic excursion per two weeks, closely associated with their elective subject, and a Time to Shine project.

Summer Boarding Courses Summer School at The Dragon School runs for four weeks in two two-week blocks. Students aged 8–12 years have 15 hours of tuition per week. They can choose General English or Summer Study, which is taught through mainstream school subject lessons. They may also, as extras, opt for English Plus which consists of two afternoon sessions of intensive English or specialist activities. At the time of the inspection, as well as general English, two Summer Study groups were running and three intensive English sessions. A Time to Shine challenge is included in all courses.

Accommodation profile

All students are accommodated in on-site boarding houses. At St Hugh's, there are four university accommodation halls, separated by gender, comprising single and twin study bedrooms. At SBC Oxford, there are four boarding houses, with dormitory accommodation, separated by gender.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. SBC has clearly stated goals and values, known to staff and applied to good effect in all schools by personnel who are carefully selected, well trained and well managed. Quality assurance procedures are sound and lead to continued improvement. Student administration is handled well and publicity is attractive, clear and accurate. *Strategic and quality management, Staff management, Student administration* and *Publicity* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. Both centres provide interesting, pleasant and entirely suitable premises for students and staff. A wide range of carefully selected and well-produced, appropriate resources is available for all courses; these are well maintained and regularly reviewed, updated and added to. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. Carefully chosen teams of appropriately qualified staff, led and supported by fully competent academic managers from HO and in the schools, deliver well-structured courses designed to provide maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. There are sound procedures which

ensure the provision of a safe environment for students and good pastoral care. The leisure programme is varied and imaginative and well staffed. The accommodation provided is suitable, closely monitored and well managed. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is good provision for the safeguarding of students within the centres and in the leisure activities organised. All staff receive comprehensive safeguarding training. The accommodation provided is appropriate and recruitment procedures for all staff are thorough. *Safeguarding under 18s* is an area of strength.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
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.	Strength
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.	Strength
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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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.	Strength

Comments

M1 The goals and values of SBC fit well within those of Dukes Education Group, especially the commitment to providing opportunities for students to develop twenty-first century skills of communication, creativity, collaboration and critical thinking. They are clearly expressed in the staff handbook and there is evidence not only of staff understanding of the values but also of having contributed to them.

M2 The plans for future growth are clearly stated, with SMART targets identified, following completion of an informed SWOT analysis.

M3 Organograms of HO and the schools, with photographs and lines of management, show that the management structure of the whole provision, although complex, is very clear. The two directors have been with the company since its inception and have adapted well to the change in ownership. Both continuity and cover for key staff are ensured by the company's policy of encouraging and promoting returners, many of whom have played a number of roles over the years and are well versed in systems and practices. The "roaming" managers play an important supporting role and are well known to staff.

M4 Communication, both electronic and face-to-face, formal and informal, is constant, fluid, detailed and effective. Staff demonstrated a high level of awareness of all aspects of provision.

M5 The systems for obtaining feedback from students, formal and informal, are thorough and lead to effective action, expressed through "You said; we did" notices in both centres. Feedback from parents is managed by the SSM assigned to each school. All feedback is analysed, summarised and discussed at length; any remedial action is taken as soon as possible and records are kept.

M6 Feedback from staff is gathered efficiently and dealt with effectively. Detailed feedback from staff is gathered informally and formally through twice-daily meetings, end-of-block appraisal, and exit questionnaires. Staff in both schools were able to give examples of where their feedback had been listened to and action taken.

M7 Systems are reviewed and suggestions for improvements are noted constantly and especially at the end of the season when all reports and feedback is brought together by the HO team and ways to achieve improvements discussed at a two-day conference. The "roaming" managers play an important role in this quality improvement process. A very useful and accurate self-assessment report was produced for this inspection.

Staff management and development	Area of strength
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M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
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.	Strength
M11 There are effective induction procedures for all staff.	Strength
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.	Strength
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.	Strength

Comments

M8 HR policies and procedures are made known to staff through clear documentation. All staff felt valued, listened to and well supported. Returning staff appreciated the company's policy of internal promotions and the company's care about staff wellbeing.

M10 Particular care is taken in staff recruitment and all recruiting staff have had safer recruitment training. *The Really Useful Guide to HR and Recruitment* is exactly what it says and ensures standardisation of the many stages involved. DBS status of staff is checked every year and staff who have been working overseas are also required to provide police checks. The recruitment of teachers for the Oxford College academic study courses requires a TEFL qualification and a first degree in the elective subject and this has been achieved in all but one case.

M11 All staff commented positively on the length, content and standard of their induction. School managers have three days, school staff have three days being inducted by managers and School directors and college principals have five days of induction from HO staff.

M12 The school operates comprehensive and effective systems for moderating and developing all staff. Teachers, activity staff and welfare staff are observed and appraised in every two-week block, and oral and written feedback is provided. Administrative and management staff are reviewed quarterly. Full records are kept and used for training, re-appointment and promotion purposes. Staff reported finding both processes useful and supportive. Evidence was seen of sensitive handling of a capability issue, which led to a positive outcome.

M13 Summer staff benefit from an impressive amount of continuing professional development mainly through thorough induction, but also from daily meetings, weekly pedagogical workshops, exchange of good practice and support from managers. HO staff take part in a number of training and development days and funding is available for external events and study towards additional qualifications. Directors have benefitted from management and leadership training provided by Dukes Education Group.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
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.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M14 All initial and most day-to-day aspects of student administration are carried out at HO by the named SSM assigned to the specific school; they are very well trained and can substitute for SSMs for other schools when necessary. Staff in HO and in the schools have an impressive range of other languages if needed.

M15 SSMs are in close touch with parents and agents at all points from first enquiry through to the post course evaluation. Efficient IT systems help to keep everyone well informed.

M16 Procedures with regard to cancellation and refund are very clear and are handled by the assigned SSM, who,

is fully up to date with the facts and is supported by senior managers.

M19 The policy on student attendance is made very clear to students at induction and in the student handbook. It is checked through regular registration and is rigorously enforced.

M20 Staff, students, parents and agents are made well aware of conditions under which a student may be asked to leave the course. A clear three-stage process is applied, and parents are kept informed at every stage.

M21 The complaints policy is made clear through initial information to parents, agents and group leaders and it is reiterated in the student handbook. Any comment, complaint or query is dealt with promptly and recorded on the management information system.

Publicity	Area of strength
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.	Strength
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
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.	Strength
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 website, which presents the SBC homepage and links to separate websites for each school/college. A brochure for each school can be downloaded. The organisation also has a presence on social media.

M22 There are very clear descriptions and excellent photographs and videos of all schools. Sample timetables are provided and examples of leisure activities, excursions and evening activities are listed. The extent and availability of resources are described accurately and the nationality mix is stated.

M23 Information on the websites is well written, in plain English, and is highly accessible.

M24 Course information is clear. The "at a glance" section gives relevant details in summary form and provides links to the school websites, which give more details of actual courses, including objectives and schedules. Minimum and maximum age is stated with an allowance of up to one year's flexibility in certain circumstances.

M26 The website has a detailed separate section on welfare, which includes a summary version of the safeguarding policy and provides sensible guidance and advice for parents in a parents' welcome pack. The social media pages are strictly controlled and the daily blog, which is mainly a way of letting parents know what is happening in schools, is produced by SBC staff, using photographs taken by photographers employed by SBC.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
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.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
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.	Strength

Comments

P1 Premises at St Hugh's are entirely appropriate for the older students and for the academic study courses. The Dragon School is an ideal venue for young learners and juniors. Both venues have extensive, well-kept grounds, are in a good state of repair and are spotlessly clean. The large hall at St Hugh's and the theatre at The Dragon School are valuable and well-used assets.

P2 Teaching rooms at The Dragon School are good, as are some of the teaching rooms at St Hugh's. Other rooms at St Hugh's are small and, although satisfactory at the time of the inspection, would not be large enough to

comfortably accommodate the maximum number of students.

P3 Both venues provide excellent spaces for relaxation and the consumption of food. The dining hall at St Hugh's is suitably collegiate and the basement common room is very well set up for these older students.

P4 Food at both centres is plentiful, nutritious and tasty, with a choice of hot and cold meals and special dietary needs catered for. Free drinking water is available.

P5 The Dragon School teaching area is very compact and easy to manage. St Hugh's is more complex but signage is clear and helpful. All classrooms have pinboards for displaying student work and noticeboards at both schools are well organised, informative and attractive.

P6 Both venues have rooms for teachers and activity staff for preparation and for relaxation, and ample storage space. Large offices in both schools form the hub of activity and are very well organised.

Learning resources	Area of strength
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.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
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.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 Subject experts have worked with the academic manager over the past few years to produce excellent multi-media teaching and learning materials packs for the electives at St Hugh's. These are reviewed and brought up to date every year. The courses for young learners and juniors at SBC Oxford have been completely revised and new, equally impressive materials have been produced to complement the well-chosen coursebook. The materials underpinning the "Time to Shine" element of every course are excellent.

P8 Teachers have an ample supply of materials for every course and a wealth of additional resources for all their classes.

P9 Both sites have computer rooms; teachers said the facilities at St Hugh's were sometimes stretched which would be the case as there are eight computers and maximum class size is 15.

P12 Review of teaching materials and resources is the responsibility of the academic director, who works throughout the year to improve and bring existing materials up to date and to design new ones.

Teaching and learning

Academic staff profile	Area of strength
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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T3 Teachers on subject electives have first degrees in the subject area and are TEFLI. One teacher did not have a TESOL qualification but has a PGCE in Secondary General Science and is teaching the Natural Science elective. He is being well supported by the DoS and the academic director.

T4 The academic management team, which is made up of the academic director, the academic programme manager and the DoS from each school, are all TEFLQ and have a number of years of EFL teaching and management experience.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength

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.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T5 Teachers at St Hugh's have been recruited specifically for their chosen elective. Teacher preference for age group, the two Summer Study courses and the intensive writing and speaking classes was taken into consideration at SBC Oxford.

T7 Cover arrangements are sound. The two DoSs and the two roaming academic managers are always available. A number of other staff are qualified EFL teachers so could provide further cover if necessary.

T9 Arrangements to ensure that day-to-day guidance and support is available for all teachers are comprehensive and effective. In both schools there are two teachers' meetings per day led by the DoS and classroom practice is often discussed. There are also two workshop sessions dealing with specific teaching points suggested by teachers or noted during observations. The DoSs do not teach so are available to provide support whenever it is needed, as is the academic director. Teachers in both focus groups felt they were very well supported.

T10 Arrangements for observing and monitoring teacher performance are regular, thorough and effective. Teacher self-evaluation is an important aspect of the process and the aim of the feedback is developmental as well as quality monitoring. Teachers in the focus groups found the process useful and developmental.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
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.	Strength
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.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T11 All courses are very well designed to enable not only language development but also, where appropriate, subject knowledge and the twenty-first century skills of communication, creativity, collaboration and critical thinking identified in the goals and values statements. Weekly Time to Shine challenges are an integral part of all courses and are received very well by teachers and students. Teachers are provided with detailed weekly outlines, lesson plans and teaching materials which have been sent in advance to teachers on electives.

T12 Courses, and the materials that underpin them, are being evaluated constantly by teachers and students and are formally reviewed by the academic manager at the end of the season with a view to continuous improvement.

T14 Academic excursions, which are carefully planned, prepared for and evaluated, set the elective subjects in real-life contexts. The Time to Shine challenges provide opportunities for language development and confidence building.

T15 Courses include training in and development of study and learning strategies, ranging from keeping a well-organised file of work to using a vocabulary record book. Projects for Time to Shine are self-directed and self-managed. Both student handbooks include suggestions and materials for continuing language learning after the course.

T16 All social and leisure activities are carefully planned, often with an overt language element, and help students to develop their language skills outside the classroom and benefit from being in the UK with students from many nationalities.

Learner management	Area of strength
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T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
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.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T17 Procedures for the placement of students are detailed, appropriate and effective. Students at St Hugh's do a placement test online, but care is taken early in the course to check accuracy of score and to investigate other skills. For young learners and juniors, a placement test designed by the academic managers is sent to parents to administer and supervise.

T19 Students can change classes if it is seen to be to their benefit. Students at St Hugh's may also change their elective in the first few days if they find it is not for them. Learning and development support is available from experienced staff.

T21 The on-going monitoring of student progress noted above (T18) informs the detailed individual academic reports produced for all students and sent to parents.

T22 Relevant information and advice is available from informed staff through the University Preparation module and from educational consultants from the parent company.

Classroom observation record

Number of teachers seen	22
Number of observations	22
Parts of programme(s) observed	All electives at St Hugh's; nine English language development classes and two summer study classes at the Dragon School.

Comments

None.

Teaching: classroom observation	Area of strength
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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength
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.	Strength

Comments

T23 Teachers demonstrated sound knowledge overall and were able to produce good models of spoken English with some useful drilling of individual words. Occasional problems with punctuation and collocation were noted.

T24 All teachers showed a high level of awareness of student needs and backgrounds, especially with young learners and juniors. All teachers responded well to the need for short tasks, frequent changes of pace and the need for movement.

T25 All lessons were very well planned, with relevant warmers and clear links between the different sessions in the day. All had appropriate learning aims that were shared with the students and fitted within the course outlines.

Staging of all learning was planned and clear connections were made with the “Time to Shine” presentations. Potential problems were identified and pre-empted to some extent through differentiation of tasks and additional tasks for quick finishers.

T26 A wide variety of teaching techniques was seen, including patient eliciting, gentle prompting, good concept and instruction checking. Pair work and group work were designed to allow real communication to take place and some excellent “find out” tasks were set.

T27 For the most part instructions were given clearly and understanding of tasks was checked. Seating arrangements were appropriate to the group and task. Teachers, and in one class students, showed confident and competent use of the IWB and whiteboards and flip charts were used to good effect. Some excellent, professionally produced and attractive materials were well used. Firm class discipline was seen and some very effective ways of handling livelier or dominating students.

T28 Overall, light-touch error correction was seen, which was appropriate in the elective classes. Some good monitoring of tasks was taking place and some self and peer correction was encouraged. Quick and effective feedback on tasks was provided and teachers appropriately praised successful outcomes and useful contributions. The better teachers encouraged students to speak more clearly so that the whole class could benefit from their contributions and obviate the need for the teacher to echo it.

T29 In all classes reference was made to earlier learning and a number of sessions led to a product, such as a poster or a survey result, which could be shared.

T30 Students were fully engaged in all classes most of the time. Allowances were made for concentration lapses especially in young learners and junior classes and were managed well by teachers. Teachers were effective in moderating their own language and controlling the use of first language by students. Student contributions were valued and nomination worked well. Students were clearly enjoying the learning process and in the focus group meetings could say with confidence they were making progress with their English.

Classroom observation summary

The teaching observed met the requirements of the Scheme. Teaching ranged from satisfactory to outstanding, with by far the majority in the good to outstanding categories. Well-placed students, taught by carefully selected and well-trained teachers were able to benefit from taking part in well-planned lessons leading to clear learning outcomes.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Strength
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.	Strength
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.	Strength
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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Strength

Comments

W1 Stringent arrangements are in place at both centres to ensure the safety and security of students. SBC has carried out its own risk assessments of the St Hugh's and SBC Oxford premises, where additional safety measures are in place in an area where building work is taking place. Routine fire drills take place on arrival days at each centre and are recorded. Students at SBC Oxford are escorted at all times by at least two members of staff both on and off site. There is clear evidence that staff and students are well briefed on safety and security issues.

W2 All head office, summer school managers and staff are trained in SBC emergency and incident procedures, which are also given to all staff leading excursions.

W3 Pastoral care is given a very high priority at both centres. Prominently placed and eye-catching noticeboards display photos of all staff and include information about their role. A pastoral focus is included in the school assemblies which take place three times a day at St Hugh's. All students and their parents have a dedicated

student support manager (SSM) from initial enquiry to the end of the course and evidence was seen of the important role played by them in mediating any disciplinary issues which might arise during the course.

W4 Information for students is widely available. Procedures for dealing with abusive behaviour are set out in the staff handbook and staff receive relevant training at pre-course workshops. Students are made aware of the policies in course rules and in well-designed notices written in accessible language. SBC's ethos of encouraging good behaviour by promoting positive interactions is reinforced at daily assemblies, in class and during activities.

W6 On enrolment, students and their parents are given personalised information about their travel arrangements by the SSMs. On arrival at the airport students are escorted to a hotel where refreshments are available in a 'welcome club' while they wait for their onward transport by coach.

W8 The welfare co-ordinators are students' designated welfare contacts and are first-aid trained. A nurse is employed by SBC to run in-person and on-call telephone clinics for students at the Oxford centres. Staff are always available to accompany students to hospital.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
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.	Strength
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.	Strength
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.	Strength

Comments

W9 Students have comfortable, supervised accommodation at both centres in boarding houses divided by gender. All the houses have common rooms. At St Hugh's, accommodation is in single and twin study bedrooms. At SBC Oxford, students are accommodated in dormitories for between four and nine students. Attractive, brightly coloured posters and notices that had been made by the resident welfare co-ordinators provide a suitable homely and welcoming environment for the junior students in each house.

W10 At both centres, bedrooms are cleaned on six days a week and bathrooms are cleaned daily. There is a weekly laundry service. The arrangements for cleaning at St Hugh's were satisfactory overall, apart from one bathroom which was found to be unsanitary. At SBC Oxford, all the residential areas inspected were of a high standard of cleanliness.

W11 The director and the SSMs visit the centres both before students arrive and regularly throughout the course. Relevant Health & Safety documentation is obtained from the host providers and saved on files at head office and at the centres.

W13 Students meet mentors and welfare co-ordinators every evening when any problems with accommodation can be raised. There was evidence of sensitive responses to students' problems.

W15 Meals at both centres provide varied food, including healthy options, in substantial amounts. Students' special dietary requirements are submitted ahead of student arrivals.

<i>Accommodation: homestay only</i>	
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

SBC does not offer homestay accommodation.

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	Area of strength
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.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

Comments	
<p>W24 An interesting and wide-ranging multi-activity and wellbeing leisure programme is offered at both centres. Full use is made of the excellent recreational and sporting facilities offered at SBC Oxford, which are a short walking distance from St Hugh's. Students may choose their preferred activities from the wellbeing programme which includes a wide range of choices, from dance studio activities and arts and crafts to football. Excursions take place twice a week and include cultural visits to museums, art galleries and fun days out. Students at the focus group meetings were unanimous in their praise of the leisure programme.</p> <p>W25 The SBC programme manager is responsible for organising and resourcing the leisure programme. It is reviewed each year and adjusted to take account of feedback and suggestions from staff and returning students, for example, the introduction this year of the wellbeing programme. Alternative activities are always offered in the case of a cancellation and excursion booking notes include poor weather suggestions.</p> <p>W26 Comprehensive risk assessments are in place which cover key areas such as on-site and off-site and English Plus activities. All staff involved in sporting and leisure activities receive training as part of their induction week. The 'Emergency Action Plan' is communicated to staff during induction training for all staff.</p> <p>W27 SBC ensures that all sporting and leisure activities are led by appropriately experienced and qualified staff. All external providers for sports such as horse riding and swimming are appropriately qualified and trained.</p>	

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Strength
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.	Strength
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.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Strength
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 SBC programmes are only for under 18s. The age range of courses at the time of the inspection was from eight to 17 years of age.

S1 SBC has a comprehensive safeguarding policy in place which is written in clear and accessible language. The policy includes appropriate age differentiation and meets all legal and Scheme requirements.

S2 All relevant stakeholders are given versions of the safeguarding policy. Two designated safeguarding leads at St Hugh's and three at SBC Oxford have received specialist training. All staff have undergone basic safeguarding awareness training and are introduced to the safeguarding policy at their induction. A safeguarding leaflet is provided to all visitors at each site.

S4 Robust recruitment procedures are in place. All staff have at least one telephone and one face-to-face interview as part of the recruitment process. All returning staff provide an additional reference for the year they return.

S5 The level of supervision and safety of students during scheduled lessons and activities is high. A duty rota of staff supervise students closely during breaks, meal times and activities at both centres. At St Hugh's, three roll calls take place every day. At SBC Oxford all students are closely supervised at all times of the day. Staff:student ratios are well in excess of the minimum required for each age group.

S6 There was clear evidence that all supervisory staff had received thorough training in the requirements for this criterion at thorough pre-course induction sessions. Students are given clear rules, appropriate to their age. Additional road safety measures are in place at SBC Oxford.

S7 Comprehensive risk assessments have been carried out for all residential accommodation. There is a very high staff ratio of 1:5 at both centres.

S8 There are excellent arrangements in place to ensure contact between SBC and students' parents. The SSMS maintain constant contact with parents concerning the welfare of their children as evidenced during the inspection.

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

1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)

Inspection history	Dates/details
First inspection	August 2010
Last full inspection	August 2014
Subsequent spot check (if applicable)	September 2015 (Change of ownership)
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Dukes Education Group schools and colleges and educational services

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	N/a

Premises profile

Address of Head Office (HO)	Unit E Home Farm, Esholt BD17 7RH
Location of centres offering ELT at the time of the inspection but not visited	Dukes International School, Canford School, Wimbourne, Dorset BH21 3AD Headington Oxford International School, Headington School, Oxford OX3 7TD Oxford College International School, Wycliffe Hall, 54 Banbury Road, Oxford OX2 6PW
Location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

Student profile at peak at all centres	Collated totals in peak week: July all centres
Of all international students, approximate percentage on ELT/ESOL courses	100
ELT/ESOL students (eligible courses)	
18 years and over	0
17 years and under	713
Overall total of ELT/ESOL students shown above	713
Predominant nationalities	Chinese, Italian, German, Russian, Saudi Arabian, Japanese

Staff profile at peak at all centres and HO	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	62
Total number activity managers and staff	48
Total number of management (non-academic) and administrative staff	32
Total number of support staff (e.g. houseparents, matrons, catering)	26

Course profile (across all centres covered by this accreditation)

Course profile	Summer		Other times of year	
	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

Summer Boarding Courses (SBC) offer residential courses in English language tuition, academic study, activities and excursions for students from eight to 17 years in two-week blocks, in three boarding schools (Canford School (11–15), Headington School Oxford (13–16) and The Dragon School Oxford (8–12), and two Oxford colleges – Wycliffe Hall and St Hugh's College (15–17). All courses offer an academic study element where subject knowledge is combined with language development. Courses at the two Oxford colleges are offered in the form of elective modules with a selection of subject options being taught for the whole two weeks through the medium of English. These courses also include university preparation sessions. Central to all courses is the "Time to Shine" programme, which, through collaborative projects, provides opportunities for students to develop communication,

research and presentation skills. Most students stay for two weeks but courses are designed to cater for those who choose to stay for four or six weeks.

2. DATA ON CENTRES VISITED

1. Name of centre	Oxford College International Summer School, St Hugh's College, St Margaret's Road, Oxford OX2 6LE
2. Name of centre	SBC Oxford International Summer School, The Dragon School, Bardwell Road, Oxford OX2
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100				100	100			
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a				N/a	N/a			
Full-time ELT (15+ hours per week) aged 16–17 years	75	0				79	0			
Full-time ELT (15+ hours per week) aged under 16	45	156				46	158			
Part-time ELT aged 18 years and over	N/a	N/a				N/a	N/a			
Part-time ELT aged 16–17 years	N/a	N/a				N/a	N/a			
Part-time ELT aged under 16 years	N/a	N/a				N/a	N/a			
Overall total of ELT/ESOL students shown above	120	156				125	158			
Junior programmes: advertised minimum age(s)	15	8				15	8			
Junior programmes: advertised maximum age(s)	17	12				17	12			
Adult programmes: advertised minimum age	N/a	N/a				N/a	N/a			
Typical length of stay (weeks)	2	2				2	2			
Predominant	Chinese, Italian, German, Russian, Saudi					Chinese, Italian, German, Russian, Saudi				

nationalities	Arabian, Japanese	Arabian, Japanese
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Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	12	12				12	12			
Total number of activity managers and staff	11	12				8	12			
Total number of management (non-academic) and administrative staff	3	4				3	4			
Total number of support staff	3	6				3	6			

Academic manager qualifications profile at centres visited

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

Additional academic management support is available from the full-time permanent academic director, who works from head office during the year but "roams" to all centres during the summer from a base in Oxford. A full-time fixed-term academic manager, who is responsible for organizing and overseeing the academic excursions, is also available to provide support. Academic managers at the centres do not teach but are available for cover if needed.

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	1	1			
TEFLI qualification	9	9			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	1	1			
Teachers without appropriate ELT/TESOL qualifications	0	0			
Total	11	11			

Comments

None.

Accommodation profile

Numbers at time of inspection: at centres visited

Types of accommodation	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Arranged by provider/agency										
Centres										
Homestay						N/a	N/a			
Private home						N/a	N/a			
Home tuition						N/a	N/a			
Residential						120	149			
Hotel/guesthouse						N/a	N/a			
Independent self-catering						N/a	N/a			

e.g. flats, bedsits, student houses										
Arranged by student/family/ guardian										
Staying with own family						0	7			
Staying in privately rented rooms/flats						N/a	N/a			
Overall totals adults/under 18s						120	156			

Centres	1	2	3	4	5
Overall total adults + under 18s	120	156			