

Organisation name	Discovery Summer, Head office London
Inspection date	22 - 25 July 2014

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Publishable statement

The British Council inspected and accredited Discovery Summer in July 2014. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/accreditation for details).

This large private language teaching organisation offers vacation courses for under-18s and adults in school premises.

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

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

Organisation profile: Multicentre

1. Collated data for whole organisation (including eligible centres not inspected)

Inspection history	Dates/details
First inspection	2002
Last full inspection	2010
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 schools / centres /affiliates	N/a
Other related non-accredited activities (in brief) at this centre	N/a

Private Sector

Date of foundation	2002
Ownership	Discovery Summer Ltd
Other accreditation/inspection	N/a

Premises profile

Address of HQ	33 Kensington High Street, London W8 5EA
Addresses of centres offering ELT at the time of the inspection	<p>Radley College Abingdon, Oxford OX14 2HR</p> <p>Woldingham School Marden Park, Woldingham, Surrey CR3 7YA</p> <p>Shrewsbury School The Schools, Shrewsbury, Shropshire SY3 7BA</p> <p>Uppingham Summer Schools, Balmaghie, 25 High Street West, Uppingham LE15 9QB</p> <p>Winchester College Enterprises, 73 Kingsgate Street, Winchester SO23 9PE</p> <p>Marymount International School, George Road, Kingston upon Thames, Surrey KT2 7PE</p> <p>Collingham Independent 6th Form College 23 Collingham Gardens, London SW5 0HL</p> <p>Baden Powell House 65-67 Queen's Gate, London, SW7 5JS</p>
Addresses of any additional centres not open or offering ELT at the time of the inspection	N/a
Profile of sites visited	<p>Radley College is a large independent school founded in 1847 and set in its own extensive grounds about eight kilometers south of Oxford. There are excellent study and sports facilities, and separate accommodation and teaching accommodation for younger students and teenagers. Discovery Summer is the only English language course organiser using Radley College.</p> <p>Collingham College in Kensington, close to Earls' Court and Gloucester Road Underground stations, occupies a large, elegant six-floor house dating from towards the end of the nineteenth century. At Collingham, Discovery Summer offers separate half-day courses for children and adults.</p>

Student profile	Collated totals at time of inspection: all centres	Collated totals in peak week: 21-25 July 2014 all centres
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Total ELT/ESOL student numbers (FT + PT)	796	796
Full-time ELT (15+ hours per week) 18 years and over	39	39
Full-time ELT (15+ hours per week) aged 16-17 years	104	104
Full-time ELT (15+ hours per week) aged under 16	653	653
Part-time ELT aged 18 years and over		
Part-time ELT aged 16-17 years		
Part-time ELT aged under 16 years		
Minimum age (including closed group or vacation)	5	5
Typical age range	5-17	5-17
Typical length of stay	2.4 weeks	2.4 weeks
Predominant nationalities	Italian, Russian, Spanish, German, French	Italian, Russian, Spanish, German, French

Staff profile	Collated totals at time of inspection: all centres	Collated total in peak week: all centres
Total number of teachers on eligible ELT courses	77	77
Number teaching ELT under 10 hours/week		
Number teaching ELT 10-19 hours/week	3	
Number teaching ELT 20 hours and over/week	74	
Total number of administrative/ancillary staff	132	

Academic staff qualifications to teach ELT/ESOL

Profile at time of inspection: collated totals at all centres	
Professional qualifications	Total number of teachers
Diploma-level ELT/ESOL qualification (TEFLQ)	11
Certificate-level ELT/ESOL qualification (TEFLI)	43
YL initiated	
Qualified teacher status only (QTS)	16
Teachers without appropriate ELT/ESOL qualifications (NB Rationales need to be prepared for teachers in this category at centres inspected; inspectors may ask for rationales for teachers at other centres)	7
Total	77

These figures exclude the academic manager(s)

Comments
All centres have diploma-level qualified academic managers, supported by a well-qualified head office academic management team.

Course profile (across all centres covered by this accreditation)

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Radley College: Teens 14-17 years and Juniors 11-14 years. Residential. English and multi-activity.
 Collingham College: Adults 18+ and Juniors 5-17 years. Non-residential. Half-day courses for families.
 Woldingham School: 9-14 years. Residential. English and multi-activity.
 Marymount international School: 8-13 years. Residential and non-residential. English and multi-activity.
 Shrewsbury School: 11-16 years. Residential. English and multi-activity, also special sports and dance.
 Uppingham School: 12-16 years. Residential. English and multi-activity, and special pre-boarding course.
 Winchester College: 15-17 years. Residential. English, activities and other subjects for pre-university students.
 London Queen's Gate (Baden Powell House): 7-14 years. Non-residential full-day courses.

2. Data on centres visited

1. Name of centre	Radley College, Oxfordshire
2. Name of centre	Collingham College, London

Student profile	Totals at inspection: these centres		Totals in peak week: July 2014 these centres	
	1	2	1	2
Centres	1	2	1	2
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%	100%	100%
Total ELT/ESOL student numbers (FT + PT)	242	148	242	148
ELT/ESOL Students (eligible courses)	At inspection		In peak week	
Full-time ELT (15+ hours per week) 18 years and over		37		37
Full-time ELT (15+ hours per week) aged 16-17 years	47	5	47	5
Full-time ELT (15+ hours per week) aged under 16	195	106	195	106
Part-time ELT aged 18 years and over				
Part-time ELT aged 16-17 years				
Part-time ELT aged under 16 years				
Minimum age (including closed group or vacation)	11 years	5 years	11 years	5 years
Typical age range	11-17 years	5-17 years	11-17 years	5-17 years
Typical length of stay	2 weeks	2 weeks	2 weeks	2 weeks
Predominant nationalities	Italian, Russian, Spanish, French, Turkish			

Staff profile	At inspection		In peak week	
	1	2	1	2
Total number of teachers on eligible ELT courses	16	13	16	13
Number teaching ELT under 10 hours/week				
Number teaching ELT 10-19 hours/week		4		4
Number teaching ELT 20 hours and over/week	16	9	16	9
Total number of administrative/ancillary staff Activity leaders	40	5	40	5

Academic staff qualifications to teach ELT/TESOL

Profile at inspection: at these centres		
Professional qualifications	Total number of teachers	
	1	2
Diploma-level ELT/TESOL qualification (TEFLQ)	2	1
Certificate-level ELT/TESOL qualification (TEFLI)	13	8
YL initiated	0	0
Qualified teacher status only (QTS)	1	3
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0	1
Total	16	13

These figures include the academic managers at each centre.

Comments
None.

Accommodation profile

Numbers at time of inspection: at these centres				
Types of accommodation	Adults		Under 18s	
	1	2	1	2
Arranged by provider/agency				
Homestay				
Private home				
Home tuition				
Residential			242	
Hotel/guesthouse				
Independent self-catering e.g. flats, bedsits, student houses				
Arranged by student/family/guardian				
Staying with own family				
Students own arrangements		37		111

Introduction

Discovery Summer's core business is providing residential courses for young people in high quality independent schools during the summer holidays. In London it offers a non-residential day centre for juniors and adults. Centres are open for between four and seven weeks, from late June to August. The owners of Discovery Summer (DS) took over the organisation from Frances King Summer Centres in 2002. It is a family business.

Notable characteristics of Discovery Summer include a wide mix of nationalities with quotas for same-language groups, a significant number of individual bookings, no closed groups, a high staff-to-student ratio providing very close supervision of students, a high rate of returning staff, the inclusion of British children – "student hosts" – who participate in both social activities and lessons, and innovative course designs.

This inspection took two inspectors four days. They visited the largest residential centre, Radley College, for two days. They spent a further day at Collingham College in London, the main non-residential centre that offers courses for children and adults. That inspection was the unannounced 'wildcard' visit. On the last day they held meetings at another London non-residential centre, Baden Powell House in Queen's Gate, with members of the head office senior management team.

At Radley, which is effectively two separate centres for Teens (14-17) and Juniors (11-14), they held meetings with the Teens' course director and centre manager, the social director, the director of studies (DoS), the Teens' ADoS, the administrator and welfare officer, a representative from Radley College, the Juniors' course director, the Juniors' ADoS, 'house parents', 'student hosts', activity leaders, some foreign group leaders, the teachers and groups of

Teens and Juniors. They observed segments of lessons by all the teachers and some of the afternoon sports and activities.

At Collingham, which offers half-day courses for Juniors aged 5 to 17 and Adults, who are almost invariably the Juniors' parents, they interviewed the centre manager and Adults' DoS, the Juniors' DoS, a representative from Collingham College, and held meetings with the teachers and groups of adult and junior students. They observed segments of lessons by all the teachers.

On the final day they had meetings with the managing director, the manager (HR and payroll), the Administrative, Sales and IT manager, the Academic manager, the academic innovations manager and the development consultant/designated safeguarding leader. They also examined a range of well-presented documents the organisation had prepared.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 There is a simple, well defined management structure understood by all staff members and also, at the centre level, by students. The senior management team knows, often through their own direct experience, the different roles at centres.

M3 There are comprehensive up-to-date job descriptions for all DS staff.

M4 Communication channels at all levels are open and effective. The senior centre managers attend pre-course briefings where developments are conveyed and discussed. Senior head office staff regularly visit centres while they are open. The organisation has developed its own effective electronic information management systems that provide relevant information to centre managers, staff, students and clients. At centre level, regular well-attended meetings and other mechanisms ensure that everyone – managers, teachers, administrators, host-school representatives and students – is well informed. At larger residential centres, members of the management team are issued with walkie-talkies.

M5 The organisation has developed comprehensive and appropriate human resource policies and records demonstrate consistent implementation. Staff recruitment, so important in seasonal centres, is managed with particular care, usually by the head office team. Staff commented positively on the thoroughness of the recruitment process and the training they received. Human resource records are comprehensive and well organised.

M6 Staff files and staff members spoken to confirmed that the processes of verifying qualifications and following up references is thorough.

M7 There are well-structured and comprehensive inductions for all managers and staff. At Radley, teachers and welfare staff arrived two days before teaching began; at Collingham they had a full Saturday before students arrived on the Monday. The induction of the activity staff who came to the training weekend in London included, as excursion practice, a visit to a museum. Staff at both centres visited reported that their inductions were

professionally delivered and had prepared them well for all aspects of their work. The inductions are supported by Senior Staff, Residential or specific London-based staff handbooks.

M8 All staff have an 'early review' within the first few days of the course, a second appraisal towards the end, and are monitored by their line managers throughout the course. Appraisal processes and procedures for handling unsatisfactory performance are well documented.

M9 DS takes the continuing professional development (CPD) of all staff seriously, a point confirmed by policy documents and records, by staff and also by the high level (about 50 percent overall) of returning staff. As well as on-site training provided by each centre management team, there is a senior staff training meeting in the April and a long weekend for activity leaders focusing on procedures and standards setting in June.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M10 DS has invested in developing its own information management systems. Administrative information and documents, staff rotas, student details and academic records, are held on the *Discovery portal* which gives head office management and staff at centres controlled access at various levels to the information they need. It also provides a means of circulating any concerns about a particular student to other staff in the centre and to head office. The system is supported by appropriate staff training in its use. Students and group leaders commented that staff and centre managers were helpful and always had time for them.

M13 Students' phone numbers and their emergency next of kin information are collected on arrival and stored on the *Discovery portal*. The information can be quickly accessed both centrally and by centre managers and staff.

M14 The policies and procedures relating to attendance and punctuality are clear. At residential centres, students' attendance is regularly registered throughout the day at lessons, meals, activities and at their houses. At the Collingham non-residential centre, a member of staff registers students as they arrive, and parents of young learners are phoned by the school if they are more than 10 to 15 minutes late.

M15 Terms and conditions under which a student may be asked to leave a course are made clear in staff student handbooks and *Student folders*, and in DS's admirably concise terms and conditions.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M17 The organisation is constantly reviewing systems, processes and practices with a view to continuing improvement. The inspectors were impressed by DS's constant pursuit of excellence, of which there were numerous examples. Feedback from students and staff (including student hosts) is carefully gathered, analysed and responded to. Centre directors and other senior centre staff write an *end of course report* with suggestions for the following year, informed by feedback from teachers, welfare and activities staff. Course design is constantly reviewed and adjusted by the head office academic manager and academic innovation manager with, for instance, the introduction in 2014 of 'themed weeks'. Returning staff commented on the steady improvements they had noticed over the years.

M18 Initial and end of course feedback is collected. At Radley, older students completed their initial feedback questionnaire in the IT suite on the *Discovery portal*. Any negative comments are shown on a spreadsheet, with the next column showing 'Action taken', and the next showing 'Follow up'. Feedback sampled showed a very high

proportion of 'Extremely satisfied' students.

M19 Feedback from staff is collected informally at daily meetings, the weekly minuted staff meetings and from teachers from a 'First impressions' and an *End of Course* questionnaire. There is a suggestions box on the *Discovery portal*. Staff are invited to contact the managing director herself if they have urgent or sensitive feedback, and the *Staff Handbook* gives her email and personal phone number.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M22 The website and brochure are accurate and give rise to entirely realistic expectations. The pictures in the brochure and main website are authentic, showing students, staff, facilities and premises from the different centres. The website also includes blogs for the various centres showing photos of the most recent activities, locations and students. There are separate short videos for each of the centres which accurately represent the student experience.

M23 The courses, and also the activity programmes that accompany them, are accurately and clearly described. At Radley, the courses for Teens (14-17) and Juniors (11-14) are separately described; likewise for Collingham, there are separate descriptions of the courses for Adults (18+) and Juniors (5-17). The objectives of and distinction between 'skills' and 'workshop' lessons are explained. Similarly, the aims of the adult course and the project/task based junior course are clearly stated.

M24 All the required information is provided.

M25 Costs are clear and easy to find. There are no additional booking or registration fees on top of the quoted course price; the required advance deposit forms part of it. For Collingham, the non-residential centre, the fees are inclusive. For Radley and the other residential centres, there are a few additional costs for optional extras such as the Trinity spoken English exam or horse-riding, but these are stated clearly on the front of the booking form and there is a check-list reminder on the back again specifying what is and is not included in the course price.

M27 The leisure programme of sports and activities at each residential centre is accurately described and there are authentic pictures in the brochure and on the website. There are study visits to local Kensington museums for the Collingham Juniors, but it is made clear that these are not a leisure activity but a central part of the course.

Management summary

The provision meets and exceeds the section standard. The management of the organisation operates to the benefit of its students and in accordance with its publicity. *Staff Management, Student administration, Quality assurance* and *Publicity* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 Radley College provides exceptional premises and external areas. The Junior school is housed this year in the brand new Sewell Centre art block in Clocktower Court; the Teens are in the modern Queens Court science block. Collingham College provides a comfortable environment for students and staff although some staff regretted the lack of a lift in the six-floor building. The adult students the inspectors spoke to said they did not regard this as a problem, and that the college building was 'a typical English house'.

R2 Both centres are in a good state of repair, cleanliness and decoration. Radley College premises are maintained to very high standards. The centre manager (the Teens' course director) has daily meetings with Radley's head of housekeeping to discuss any problems with maintenance and services. Collingham College is an old building but Discovery Summer has done much to add temporary decoration and signage to make the premises branded as its own.

R3 Radley's classrooms in both the Teen and Junior centres are light, spacious and furnished to meet the needs of the age groups. Some of the rooms at Collingham are small and, during the inspection, were hot. One class is held in a science lab which has been adapted as far as it can be for use as a language classroom. This is not ideal but teachers and students said it provided a satisfactory environment. For the smaller children, Discovery Summer has brought in desks and chairs of an appropriate size.

R4 Radley has full-board facilities with a good choice and very good relaxation facilities in students' boarding house and around the school and its grounds. For the students at Collingham, who study either in the mornings or in the afternoons, there is appropriate space for relaxation. Adults and juniors use a large, comfortably furnished study room for their breaks at different times, and there is a small canteen for adults only in the basement. Drinking water is available in the study room and there is a small tuck-shop nearby.

R5 Teachers at both centres, especially those of the younger learners, make excellent displays from students' project work and activities to turn their classroom into lively, stimulating, creative spaces. Information boards elsewhere are well laid-out and attractive. Signage at both centres is effective.

R6 At Collingham, there is a good-size teachers' room with copying and printing facilities. Radley has separate teachers' rooms for Teens and Juniors. Both are spacious, comfortable and suitably equipped, and are close to the academic managers' and course directors' offices.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Students are not given a text book. They may receive printouts from online resources and photocopies from books, but a central principle of the DS course design is to use the students themselves, their activities and their environments as learning resources. Only purposeful paper-use is encouraged. To this end, on arrival students are issued with a colourful *Student folder*. This includes useful phrases, irregular verbs, student rules, "Can do" work sheets, a learner diary and has space for memorabilia from their stay (postcards, menus, excursion and activity information etc) as well as their project work and any hand-outs worth keeping. The folders are regularly checked and tidied to ensure their quality. By the end of the course they will include the student's report and certificate and represent a souvenir to show family and friends.

R8 Both centres have a stock of up-to-date, age-appropriate course, skills and reference books, exam practice materials, dictionaries and games. At least equally important is *Discovery Cloud*, an online resource accessible only to DS staff. It includes a resource bank of materials at different levels and also activity resources, excursion packs and lesson plans, syllabuses, schemes of work, teacher INSET sessions, and so on. Teachers are encouraged to contribute materials. The academic innovations manager, appointed in 2013, is responsible for the on-going development of the *Discovery Cloud*, which plays a central role in supporting the DS course design. Teachers can also access materials on their Google accounts and other internet teacher-resources.

R9 A good provision of educational technology is available at both centres, with satisfactory technical support. Data projector and interactive whiteboard (IWB) training is provided to staff unfamiliar with the technology. Teachers have

easy access to computers in staffrooms, IT rooms and in their classrooms

R10 Although neither centre offers traditional self-access facilities, there are computer rooms at both centres which are used for guided class research-projects.

R12 The head office academic innovations manager is responsible for the on-going review and development of the DS teaching and learning resources, informed by her visits to the DS centres and by feedback from the centres' academic managers and teachers. There is an annual review of resources. Teachers confirmed to the inspectors that the organisation's approach to resources was 'professional' and constantly seeking improvement, that any requests for materials were responded to promptly, and that their feedback was sought and valued.

Resources and environment summary

The provision meets and in some areas exceeds the section standard. The learning resources and environments at both centres visited are of good quality and actively support and enhance the studies of the students enrolled. They also provide pleasant and appropriate professional environments for staff. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 Two teachers at Collingham and one at Radley do not have a Level 6 qualification, but rationales were provided and accepted in the context of this inspection.

T2 One teacher at Collingham does not have ELT qualifications that fully meet Scheme requirements.

T3 A rationale was provided and accepted within the context of this inspection.

T4 The academic management team at Radley is led by the DS Academic Systems Manager (TEFLQ) who also has the role of Radley centre DoS. He is supported by a Teens and a Junior ADoS, both TEFLI. The Teens ADoS has just completed a TESOL diploma course and is awaiting the results. At Collingham, the centre manager is also DoS for the adult courses and there is another DoS for the young learners. Both are TEFLQ.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are deployed thoughtfully, taking into account their experience including any within DS, and their preferences. Appropriate flexibility within the organisation allows teachers to be re-deployed from, for instance, Teens to Juniors or from one centre to another. The inspectors understood that the managing director often contributes to discussions on the deployment of individual teachers, taking into account not only their skills but also which teaching team and centre they would best suit.

T9 While the centres are open, students arrive and depart on set days. The course design is well-suited to overcome the potential disadvantages of this changing population. Schemes of work are paced over four or, for higher levels, five weeks, with each week forming a discrete unit. Classroom noticeboards refer to the objectives of the current week and refer back to the previous week's work.

T10 Teachers receive a thorough induction, at residential centres over two days and in London over one, in which course design and teaching are covered in detail. During courses, there are regular INSET sessions. New teachers are paired with returning teachers wherever possible and are supported by materials, schemes of work and model lesson plans on *Discovery Cloud*. Teachers are required to email DoSs with any changes they make to schemes of work and also to add to them a record of what they have actually taught.

T11 DoSs conduct 'drop-in' observations in the first days of courses and observe new teachers formally within the first seven days. All other teachers have a formal observation in the second week. In advance of their observation, teachers provide a detailed lesson plan and copies of teaching materials, and shortly afterwards a self-evaluation. The feedback session with the DoS, which includes the teacher's first appraisal, then takes place, when goals are set and further observations scheduled if necessary. The observation pro-forma invites scores and comments on 21 areas of teaching activity, and observation records are entered onto the individual teacher's file on the staff section of *Discovery portal*.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 All courses are based on the stated principal of a communicative approach, with an emphasis on using rather than studying the language. The residential centres, apart from the pre-boarding and pre-college courses at Uppingham and Winchester, offer 'English & Multi-Activity' courses in which the teaching programme is split between "English skills" and English Workshop" lessons. Skills lessons focus on language work with an emphasis on encouraging confidence in using spoken English. Classes are formed according to students' levels, and the syllabus for each level is based on the Trinity oral exam syllabuses, which are expressed in terms of communicative skills, language functions, grammar, lexis and phonology. English workshops or 'English in action' sessions are designed to encourage learning English by 'doing'. They involve a project, usually lasting one week, which culminates with a presentation to the other students on the course. Popular workshop topics include Comic-making, Photo-story, Junior master-chef, Fashion and Musical drama. Students can choose their workshops and the workshop groups are more mixed-level (within bands) and mixed nationality than skills lessons in order to promote confident communication in English. At Collingham, the half-day non-residential Junior courses are task or theme based, directly linked to the excursion to a museum, and, as in residential centres, they lead to a presentation at the end of the week to the other students and parents. The DS course designs are refreshingly innovative, escaping from restrictions of book-bound courses to make the most of students' abilities, imaginations and their environment.

T13 The head office academic innovations manager leads Discovery Summer's ongoing efforts to review and further improve its course designs.

T14 Publicity includes brief written course outlines. Teachers post 'student-friendly' schemes of work on classroom noticeboards – "What we are going to learn this week" – and what we learned in the previous week.

T15 There is an emphasis on helping students to develop their study and learning strategies through the use of the *Student folders*, which enhance students' awareness of their needs and progress, and their weekly 'Learner reviews' (see below).

T16 The design of the courses is intended to ensure that students develop their language skills outside the classroom and benefit linguistically from their stay in the UK. Excursions are prepared beforehand, include tasks and questionnaires during trips and then follow-up work afterwards. There are successful attempts to integrate leisure activities and classes, with good use made in both of the British 'Student hosts'. Skills lessons include cross-cultural discussions and the mixed-level, multi-national workshop lessons naturally encourage the use of English in and beyond the classroom.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T17 Placement into classes is achieved by a multiple choice placement test and a short interview.

T18 End-of-week tests have in 2014 been replaced by 'Learner reviews'. These 40-minute end-of-week sessions encourage reflective learning by the student using a level-specific Learner review form. This asks students to grade how well they "Can do" some of the week's language objectives: "1 = I need to work on this more" to "3 = very well". It also asks them to write down one thing they learned that week and two things they would like to learn next. There is also a light-hearted opportunity for practice of new vocabulary. Teachers email the completed Learner reviews to the DoS, and give the student a copy to keep in their *Student folder*. This imaginative approach to monitoring student progress and also to developing learners' autonomy and linguistic awareness is, the inspectors considered, highly appropriate to the age of the students and the context of the courses.

T19 Students are offered and encouraged to take a Trinity London Graded Examination in Spoken English (GESE) exam at most centres. These exams are available at 12 levels, although DS does not consider the most advanced levels (C1/C2) suitable for its young learners. For most children, however, the exams are motivating, and very relevant to the course designs and what they are practising in class. All recent candidates entered at the Radley centre had passed their Trinity exam.

T21 At the end of their course, students are presented with a certificate of attendance stating the level of the class they attended and a including a progress report. Class levels are aligned to the CEFR but the certificate does not pretend to be a certificate of achievement of a particular CEFR level.

Classroom observation record

Number of teachers seen	R: 16; C: 13
Number of observations	R:15 (2 teachers team-teaching); C: 13
Parts of programme(s) observed	All

Comments

At Radley, Junior and Teens Skills and Workshop classes were observed. At Collingham, Junior and Adult classes were observed. There were no significant differences noted in the standard of teaching at Radley and Collingham.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Although there were a few instances of teachers providing poor explanations of lexis and inaccurate modelling of pronunciation, these were exceptional. Most teachers showed a sound knowledge and awareness of the linguistic systems of English and presented accurate, relevant examples.

T24 Teachers adapted their language successfully to the levels of their students.

T25 The content of lessons was planned to match the aims of the courses and to learners' levels and interests. Lesson materials often had an appropriate and often a high cultural content, and activities such as games, crosswords, competition and creative projects were successfully used to engage the young learners.

T26 Lessons followed a well-designed lesson plan template and included a logical sequence of activities. They often included reference to previous lessons, previews of what was to come and the setting of homework.

T27 The classroom environment was in most cases managed well, with classroom furniture used and moved to facilitate different activities. A good range of resources was used, including realia, toys, the internet for research, the data projector with control handed to students, well-presented handouts sourced from the organisation's own and other internet sources, and the whiteboard. Although a few instances of poor boardwork were noted – for instance

inconsistent use of colour and lack of planning in board layout, most teachers used the resource effectively and there were some examples of very well-organised boardwork, with lesson aims stated, a column for new vocabulary, purposeful use of colour, and parts of speech and pronunciation, including word-stress, marked. At Radley, the 'student hosts' participated in the classes, sometimes providing additional examples and explanations and at other times helping individuals or groups with tasks.

T28 Teaching techniques were appropriate to the ages of the students and to the context of the courses. There were good examples of effective work on pronunciation including controlled oral practice of individual words and connected speech, skilful elicitation, dictation, and some excellent role-plays. Games included races and competitions. A range of correction techniques was used, including delayed correction, peer and self-correction, and whole-class correction. Measured praise and encouragement were provided thoughtfully. A few weaker lessons were too teacher centred, with little correction and oral practice, praise was delivered automatically without being earned, and students were asked to read aloud unprepared texts or to explain words beyond their ability to do so. However, these instances of poor techniques were exceptions to the large majority of lessons in which the teaching techniques used were appropriate and successful.

T29 Learning activities and interactions were generally managed effectively to engage the students and promote learning. Teachers knew their students' names, gave clear instructions and usually used effective checking techniques (rather than, in one instance, "OK? Understand?"). Pairs and groups were used effectively to maximise student participation. Deadlines were set and adhered to. In a few lessons, firmer control of L1 and of dominant students would have benefited the class, but most classes were well managed and proceeded in a calm, measured manner.

T30 Teachers were aware of their students as individuals, of their cultural differences and their individual characteristics. In all classes there was good rapport between teachers and students. Students were always engaged in, and often clearly enjoying, their lessons.

Classroom observation summary

The overall standard of teaching observed was good. None of the lesson segments seen were less than satisfactory and most were good or excellent. Lessons were well planned and the teachers used a range of resources and techniques effectively to engage their students and achieve the communicative aims of the courses.

Teaching and learning summary

The provision meets and in some areas exceeds the section standard. Teachers are appropriately qualified and receive a very good level of support to ensure that their teaching meets their students' needs. The course designs are innovative and thoughtfully developed to make the most of the students' time in England. The teaching observed exceeded the requirements of the Scheme. *Academic management, Course design and Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 Safety and security are matters of high priority at Discovery Summer. Thorough site risk assessments are drawn up in conjunction with the host school and are amended as required if circumstances change. Although the Radley campus is large, it is safe. Out-of-bounds areas are made clear to staff and students at induction; students are told to take great care in crossing campus roads; Radley security staff patrol the grounds 24 hours per day. One full fire evacuation drill takes place in the teaching blocks every week. As requested by Radley, full drills do not take place in residences but students are walked through the fire evacuation procedure and students in both focus groups were aware of the assembly points. Duty staff in residences have access to the house register, which is kept

in a prominent place in the hall of each residence. Under 13s at Radley and all junior students at Collingham are supervised at all times. At Collingham, a “door-keeper” checks every student in and at lunchtime checks them out to a parent or authorised person. Risk assessments were seen for all on-site activities and at Collingham full risk assessments had been drawn up for the museum visits which form the core of the junior curriculum.

W2 Students benefit from a whole school approach to pastoral care with every member of staff made aware, through clear job descriptions and thorough induction, of their responsibility for the wellbeing of participants. The *Discovery portal* enables any member of staff to comment on individual students so that a whole picture of a student can be built up and any emerging difficulties can be dealt with at an early stage.

W3 The named welfare officer at Radley works closely with the house parents who are in charge of the six residences and know the students well. At Collingham, the DoS is also the welfare officer. Students in both centres knew there were people they could go to for help and all felt they were well cared for.

W4 Staff and students are made aware of the policy and procedures for dealing with abusive behaviour through pre-course information, staff and student handbooks and induction. The high level of staff awareness and the general ethos of the schools ensure an atmosphere of mutual respect. Any breach of expected standards is dealt with promptly and effectively.

W6 Travel details and airport arrivals and departures are extremely well managed by head office staff, airport staff and activity staff from the various schools. The head airport representative is kept fully informed of any problems as they occur and has staff available to gather information and find satisfactory solutions. Staff and students in focus groups commented on the smoothness of airport operations.

W7 Students and parents are provided with relevant information and advice in pre-arrival information, which is produced in a number of languages. It is reiterated for students at induction; they are also given a written version in an attractively presented student handbook.

W8 Medical information obtained from parents pre-arrival is checked with students on arrival. All medication is kept safely and can only be administered by the welfare officer or the house parent. At Collingham, a list of student medical conditions is posted on the staff room notice board and parents are informed if a child is unwell or before any permitted medication is given. At Radley, a nurse is in attendance four days per week, a medical practice is two miles away and an accident and emergency centre, which had occasion to be used during the inspection, is twelve miles away. All details of illnesses, incidents, accidents and treatments are fully recorded on the *Discovery portal*.

Accommodation profile

Comments on the accommodation seen by the inspectors

At Radley, all students and staff are residential. Girls and boys and teens and juniors are in separate houses. Each of the six houses is in the charge of a house parent, helped by activity and teaching staff, who are assigned clear duties on a rota basis. Cleaning and maintenance are provided by Radley staff. Two of the houses are new and have a number of en-suite rooms; the other four houses are older and more traditional in layout. Single rooms are the norm unless otherwise requested, but some of the houses have “dormitory” provision at the end of some corridors; this consists of four or six small single rooms, called cubicles, that have curtains instead of doors. A few of the juniors were in cubicle rooms. All rooms, including cubicles, are appropriately furnished and have washbasins and safes. Adequate bathroom facilities are available on every corridor. Staff are in single rooms on each floor and have access to their own bathrooms. Every house has a large, comfortably furnished common room, with games tables, TV and DVD facilities and a selection of board games. Four residential houses were inspected and were found to be of a very good standard.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 All items in this criterion are fully met. Most students are in good sized single rooms and the few "cubicles" in use are, in effect, single rooms with curtains instead of doors. All rooms have storage space and safes. There are sufficient bathroom facilities in every residence, and pleasant student common rooms. Personal laundry is done twice a week.

W12 The rooming plan is done by the course director but allocation of rooms can be changed at the request of the house parent. Residential registers are kept up to date on the *Discovery portal* with a hard copy in each residence. W14 Morning and evening house meetings provide opportunities for students to give feedback to their house parent about problems or they can talk to any of the staff who are resident in their house. House parents investigate and find solutions to any social problems that might occur and Radley housekeeping and maintenance staff are quick to respond to requests for service.

W15 Meals on-site, packed lunches, break-time drinks and snacks are provided by the Radley contracted caterers. There is a choice of hot food, salad bar and vegetarian meals and all food is clearly labelled. Special diets can be catered for. The service is efficient. Overall, students felt that the food was satisfactory and in the focus groups described it as “not bad”, “OK” and “sometimes very good”.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 Bedrooms, bathrooms, common rooms and all public areas are cleaned by Radley housekeeping staff every day. All four houses inspected were spotlessly clean. Discovery Summer staff work closely with Radley cleaning and maintenance staff to ensure that an excellent service is provided.

W23 (See also W8 for details of general health care.) The residence house parents are responsible for the health and wellbeing of the students in their care. There is a house meeting every morning when difficulties can be spotted. House parents are informed by all staff through the *Discovery portal* of any problems that might be emerging in other situations. House parents have full access to individual student medical information and are responsible for administering medication if required. House parents, working together with the experienced welfare officer, ensure that any problems are dealt with promptly and satisfactorily. There are a number of first aid trained staff in every house. All incidents are fully recorded and parents are kept fully informed if appropriate.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 A full leisure programme is organised separately for juniors and teens at Radley. (See W27.) At Collingham no leisure programme is offered for juniors or adults but adults are given information about various events and venues in and around London, and the museum visits, which form an integral part of the junior course curriculum, often result in parents knowing about and taking advantage of what the three main Kensington museums can offer.

W27 The leisure programme at Radley is well organised and entirely appropriate for this type of provision. It is very well resourced in terms of space, facilities, equipment and, more especially, skilled and enthusiastic activity staff, who work closely with teaching staff to produce an excellent programme. Some of the items on the extensive list of activities are integrated into the curriculum and all are geared towards language and personal development of individual students. Many of the activities are sports-based and among the Discovery Summer activity leaders there are qualified tennis, cricket and rugby coaches and four trained life guards. Creative and performance arts opportunities are also available. "Lesson plans", seen and approved by the social director(s), are produced for all activities, including excursions and all evening social events. Outside experts are occasionally brought in for some activities, for example, drumming, plate spinning and a magic show. Activity staff appreciated the training weekend which took place earlier in the year; this included their being given the opportunity to practise some of the skills they would need on the job. They also commented on their full induction at the beginning of the course and the very useful and detailed handbook. Students were very happy with the leisure and social programme provided.

W28 Detailed risk assessments are produced for all on-site and off-site activities. They form an essential part of the package given to staff preparing for the activity and staff must sign to say they have read and understood the risk assessment document. Reports are produced for all activities and risk assessments are amended where appropriate in response to the experience. The museum visits which form the core of the junior curriculum at Collingham are fully risk assessed.

W29 Cricket, rugby and tennis coaches on-site can provide professional support for students who request it. For big swimming events, Radley life guards are employed to augment the Discovery Summer team. Horse riding takes place at a nearby professional riding school. Risk assessments have been checked, students are taken to the school by taxi and they are always accompanied by a member of Discovery Summer staff.

Welfare and student services summary

The provision meets, and in a number of aspects exceeds, the section standard. Safety and security are taken very seriously and students benefit from a high level of pastoral care delivered by a large team of skilled and caring staff. Residential accommodation is of a high standard and is well managed. The leisure programme is extremely well resourced in terms of space, equipment, facilities and skilled and enthusiastic staff, and is very well managed. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

C1 Discovery Summer has a clear, comprehensive and professionally-drafted safeguarding policy. It is reviewed annually in the light of experience and professional advice.

C2 All staff are trained at Level 1 and this training is reinforced and made relevant to the school situation at centre

induction. All staff are sent the safeguarding policy document before arrival and are required to sign to say they have read and understood it. Course directors are trained to Level 2 and are the designated persons for the centre. The overall designated lead person is a professional in the field.

C3 A full description of the level of care is provided for parents, guardians and agents.

C4 All items in this criterion are mentioned in the online application document and are carefully checked and recorded.

C5 Suitability checks have been carried out for all staff.

C6 A full leisure programme is included in the Radley course. Juniors and teens have separate activities and social programmes. No leisure programme is provided in the junior course at Collingham; students attend the school for half a day and are collected by their parents or authorised person at the end of classes. For 13+ students the ratio is 1:15 on-site and off-site; for 12 and under the on-site ratio is 1:15 and for off-site it is 2:20 in order that, in the event of a problem, students are never left without supervision. On-site, Collingham students are supervised at all times; for museum visits, for 5-10 year olds the ratio is 2:12 and for 11-17 year olds it is 2:24. At every centre there are clear rules about what students may or may not do and where they may or may not go in the limited time when they are not supervised. Students who are twelve or under are never unsupervised and students who are thirteen and above may be given short periods of unsupervised time in specific areas and in groups of three or four. Group leaders are given clear guidance about the extent of their roles and responsibilities.

C7 At Radley all students are residential and all meals are provided. All students are under eighteen. In residences the ratio is 1:20 for 13 and over and 1:15 for 12 and under. Over-night duties are assigned to staff on a rota basis and care is taken not to schedule them for duties the next day. Their location in the house is clearly signposted and they are aware of what is expected of them. All houses have first aid staff in residence.

Care of under 18s summary

The provision meets, and in a number of aspects exceeds, the section standard. A detailed safeguarding policy is applied through effective safeguarding practices and processes, reinforced by thorough training of staff and excellent communications. Safe recruitment is a priority and there are a number of measures in place to ensure that this happens. High staff/student ratios are maintained at all times. Students are given clear rules about what they can and cannot do in the limited time when they are not supervised. *Care of under 18s* is an area of strength.
