

Organisation name	Anglo-Continental School of English, Bournemouth
Inspection date	2–6 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.	Not met

Recommendation
We recommend that accreditation be placed under review because the section standard for safeguarding under 18s was not met. The period of review to be ended by submission of an action plan and a spot check in 2019 focusing on safeguarding under 18s.

Summary statement
The summary statement has been withdrawn and should not be used.

Introduction

The Anglo-Continental School of English is a long-established family-run business which has been providing language courses in Bournemouth since 1950. At its last inspection in 2014, there were two accreditations – one for the adult school and the other for the young learner school. Since then, the school has been allowed to merge these two accreditations into one. This inspection is the first to report on the whole school under one accreditation.

The long-serving director of studies retired last year. In a change to the previous academic management structure, the school now has two academic heads, with a number of course co-ordinators (CCs) working under them. A new building behind the young learner centre which was about to open at the last inspection has now been in use for four years.

The educational programmes offered include a general English programme, an executive programme, a professional training programme (including aviation and technical English), a business and specialised programme, an examination programme, a teacher training programme, some parts of which are eligible provision, a vacation programme and a young learner programme.

The inspection lasted five days. During this time the inspectors had meetings with the managing director, the personnel and administration manager, the two academic heads, three of the academic co-ordinators, the communications manager, the marketing administration manager, the student support counsellor, the activities co-ordinator, the homestay co-ordinator, the safeguarding liaison officer and the young learners and vacation course centre managers.

One inspector visited three homestays. Focus groups were held with both teachers and students from the adult school, the executive centre, the vacation course and the young learners course, as well as activity leaders and group leaders. All teachers working on relevant courses during the time of the inspection were observed.

Address of main site/head office

29-35 Wimborne Road, Bournemouth BH2 6NA

Description of sites visited

The school, situated on a main road leading into the centre of Bournemouth, consists of four large buildings on one site, numbers 29, 31, 33 and 35. The buildings are separated from the road by a large garden and parking area. Number 29 is used exclusively for vacation and young learners' courses, with different entrances for each course. The other three buildings house the main school, the executive centre and management offices. The school owns the buildings and holds the land on a long lease. Each of the four buildings contains classrooms. The executive centre (EC) is housed in 33, in an area comprising a common area and two classrooms; it also makes use of a number of small classrooms in 33 and 35. Building 33 also houses the senior management office and staff on the first floor, as well as the IT services department on the ground floor. The learning centre is on the second floor. Student services and marketing staff work in 31, next to the reception area. Bridging 33 and 35 is a large modern ground floor student centre which serves food and drinks. It also doubles as a student relaxation area and gives onto a garden and patio on the road side of the school. Behind 29 there is a new dining area/multi-function space for use by young learner students.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" 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

Students aged 16 and 17 are enrolled on both adult courses and on vacation courses, which are for students between the ages of 16 and 20. Junior courses are for students between the ages of 10 and 16. The following courses are run, with their relative proportions in brackets: general English (70%), academic study (4%), executive

Report expires 31 March 2023

English (3.5%), business and specialised English (4%), aviation English (9%), teacher training (2%), examination (4%) and Club 50 (3.5%). The general English course figures include the vacation and young learners courses.

Accommodation profile

The school offers homestay accommodation and recommends hotels, guest houses and bed and breakfast accommodation. Three homestays were visited. One homestay hosted children requiring a private fostering arrangement, one hosted under 18s and one hosted adults. All the hosts had worked with the school for several years. The homes were a short bus ride from the school.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of staff and students, with appropriate systems and procedures. Publicity, which is mostly well written, had a number of weaknesses, most of which were put right during the inspection. *Staff management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide staff and students with a very pleasant environment in which to work and relax. There is a wide range of learning resources that are both well maintained and appropriate to staff and student needs. *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. Teachers receive good guidance and support. Courses are well designed to give students maximum benefit from their studies. The academic staff profile is unsatisfactory as a considerable number of teachers do not have a university degree or equivalent. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including suitable accommodation. *Care of students* is an area of strength.

Safeguarding under 18s

The provision does not meet the section standard. Guidance on safeguarding procedures is not given to all relevant adults and the rules concerning unsupervised time are not enforced. Risk assessments are not carried out on unsupervised time or on alternative activities when arranged by group leaders. There is a need for improvement in *Safeguarding under 18s*.

Evidence

Management

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

improvement. Appropriate action is taken and recorded in an annual self-evaluation.

Comments

M4 A robust structure of regular and well-minuted meetings leads to effective communication within the school. This is reinforced by a very open academic environment with academic managers available at all times.

M5 A well-run system of student feedback, circulated to relevant staff with action taken recorded, ensures the school is kept abreast of the opinions of the student body.

M7 Two points to be addressed from the last young learners report had not been fully addressed. The school's self-evaluation is used to review all systems and processes. The new afternoon courses and the recently introduced, revised appraisal scheme are evidence of the effectiveness of the review system.

Staff management and development

M8 The provider implements appropriate human resources policies, which are made known to staff.

Met

M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.

Met

M10 There are effective procedures for the recruitment and selection of all staff.

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

M10 Six members of staff have received safer recruitment training. All recruiters make use of a comprehensive recruitment policy, including clear interview guidelines. Staff files are well maintained.

M11 There is a thorough induction procedure for all members of staff, including those recruited to teach at the last minute. Teachers' induction leads to early diagnostic observations and mentoring.

M12 The academic staff benefit from a new monitoring and appraisal scheme involving observations, feedback, mentoring and development opportunities. The administrative staff have a sound scheme which also ties in with opportunities for continuing professional development (CPD). Procedures for handling unsatisfactory performance are known to staff.

M13 Both administrative and academic staff benefit from a wide range of relevant developmental activities. Teachers' development sessions are linked closely to their observed lessons and discussions with their mentors.

Student administration

Met

M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.

Met

M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.

Met

M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.

Met

M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.

Met

M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.

Met

M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.

Strength

M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Met

M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.

Met

Comments

M19 A clear written policy ensures staff and student familiarity with attendance procedures. Accurate records are kept and under 18 absence is dealt with speedily and effectively.

Publicity	Need for improvement
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

Publicity consists of a website, a number of brochures and a strong social media presence.

M23 Information is well written in plain and accurate English with translated versions for the school's main markets.

M24 A paragraph in the conditions of enrolment states that the school takes no responsibility for any problems arising from a student being enrolled outside course age ranges. This suggests that the age ranges detailed in publicity may not be adhered to. This issue was remedied before the end of the inspection and so is not a point to be addressed.

M25 There is no fees sheet on the website. It is only possible to access fees there through a fees calculator, as if the reader were enrolling. This issue was remedied before the end of the inspection and so is not a point to be addressed.

M26 Information about the different levels of care for under 18s on the three different courses found in the parental consent forms is not always accurate. For example, publicity states that all 14–16 year-olds are expected to return to their homestays for their evening meals and to attend the social programme, when, in practice, these rules are not enforced.

M29 An outdated version of the Accreditation Scheme marque was in use in all publicity. This issue was remedied on the website before the end of the inspection. However, the outdated version remains on all printed publicity.

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.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength

Comments

P1 All the buildings are in a good state of repair, well decorated and very clean. The large student area (the café) and the well-maintained gardens provide ample space for students outside class time. Spacious, open-plan offices make for a comfortable working environment for staff.

P3 The school has three common areas for students, all of which are welcoming environments: the main student area, the gardens, which include a large seating area outside the café, and the pavilion and outside seating area for young learners.

P6 All four teachers' rooms (in the main school, the executive centre, the vacation and the young learners' centres) are suitably spacious and well furnished, particularly the executive centre and the main school. All provide sufficient space for storage, working and meetings.

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.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 A coursebook for the young learners' courses, produced within the school, is tailored to the needs of the school's junior students. Coursebooks are included in all students' fees. A wide range of well-organised supplementary, visual and photocopiable materials, suitable for all types of courses, is available for teachers in all centres.

P8 Teachers have access to a good range of materials, including, in the young learner centre, appropriate stationery items and project materials. Computer and printing facilities are satisfactory.

P9 Teachers have received recent training in the use of interactive whiteboards. The school has its own IT department which provides immediate technical support. Students have the use of computers in the multi-media learning centre (MMLC).

P12 The review and development of teaching and learning resources is influenced by both teacher and student feedback. Evidence of the effectiveness of this review can be seen both in the range of up-to-date materials and, in particular, in the newly produced young learner coursebook.

Teaching and learning

Academic staff profile	Need for improvement
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Not met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Not met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T1 Of the 48 teachers working at the time of the inspection, 11 do not have a Level 6 qualification. Rationales were presented which showed that individually ten of these teachers have appropriate experience of the world of work and/or engagement with post-school learning. The rationale for one teacher was not accepted within the context of this inspection because there was insufficient evidence of engagement with post-school learning. The high proportion of teachers requiring rationales is not in line with the requirements of this criterion.

T2 Two members of the teaching team do not have qualifications that meet Scheme requirements. The rationale for one of these teachers was accepted within the context of this inspection. Although she had an ELT/TESOL qualification that did not meet Scheme requirements, she had sufficient relevant teaching experience prior to her employment. The rationale for the other teacher, who was working with young learners, was not accepted within the context of this inspection since his only teaching experience prior to employment by the school was in secondary school science.

T4 All eight academic managers – the two academic heads, the four course co-ordinators and the two teacher trainers – are TEFLQ and have considerable teaching and academic management experience.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic	Met

management affected.	
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

T9 Considerable support is provided by the more experienced teachers present in each team, in addition to the guidance offered by course co-ordinators. Each of the busiest three centres is helped by a mentor appointed to look after teachers in that centre. Short, weekly practical workshops offer additional support, of particular use to less experienced teachers.

T10 The observation and feedback afforded by the appraisal system involves two observations a year for longer-term staff. Short-term staff are observed early on and then again later in their employment. Teachers expressed appreciation for the constructive feedback they receive and the way in which it is tied in to their appraisals.

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.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T11 Principles, found in course folders, provide there is a clear rationale for both the course design and the materials chosen for each course. Each course folder contains a coherent and appropriate written course structure, as well as teacher guidelines. For one-to-one executive courses and specialised courses, a programme is agreed with the students, based on the students' needs and interests.

T12 All programmes undergo regular review with input from both staff and student feedback. Recent evidence of review includes two new afternoon programmes, written by one of the academic heads, and an altered aviation course. Annual reviews, written by course co-ordinators, also inform changes.

T16 The new young learner book includes a great deal of material related to Bournemouth and surrounding areas and is often integrated with the social programme. Students are encouraged to use language learnt in the classroom both on excursions and with their homestay hosts.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
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.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T18 An effective system is in place, involving placement testing (with a needs analysis for executive and business and specialised course students), progress tests, tutorials, target-setting and end-of-course tests. Online records of each student's progress are accessible to students.

T19 The excellence of the learning support system is seen above all in the adult school, where the system outlined in T18 provides a clear structure within which students feel well supported. In addition, students can do further guided work in the MMLC, which is staffed for three hours every afternoon. The progress of students who are falling behind or wish to change level is carefully monitored by academic managers.

Classroom observation record

Number of teachers seen	48
Number of observations	48
Parts of programme(s) observed	All except teacher training and Club 50 courses.

Comments

All parts of the programmes on offer were observed with the exception of Club 50 courses, none of which were running at the time of the inspection, and teacher training – refresher courses not leading to certification.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Most teachers demonstrated a sound knowledge of the use of English and the systems underlying it.
 T24 Course content was generally relevant to students' needs and to course objectives.
 T25 In most classes there was no evidence that learning outcomes had been identified or shared with the students; many lesson plans specified lesson goals or teaching aims that were very general and imprecise.
 T26 A range of appropriate teaching techniques was used, including elicitation, nomination, drilling and role plays.
 T27 Classroom management varied widely but, in most cases, it was effective. However, a number of lessons were overly teacher centred.
 T28 Most correction was carried out by teachers with little variation in correction techniques. Many opportunities to correct were missed. There was very little follow-up to pair or group work, despite teachers monitoring and, occasionally, taking notes.
 T29 A certain amount of evaluation of learning took place in most lessons, mainly through the sequencing of activities.
 T30 The classroom atmosphere was nearly always positive with only a few classes unengaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to unsatisfactory with the majority being satisfactory. Most teachers demonstrated a sound knowledge of the use of English and the systems underlying it. Course content was generally relevant to students' needs and to course objectives, however, lesson goals and teaching aims were often too general and were rarely shared with the students. A range of appropriate teaching techniques was used but a number of lessons were overly teacher centred. Feedback was often inadequate, both in technique and frequency. The effectiveness of classroom management varied but most teachers created a positive classroom atmosphere.

Welfare and student services

Care of students	Area of strength
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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.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	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.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W1 Risk assessments are thorough and regularly reviewed. The security measures in place take account of the presence of large numbers of children and adults sharing both inside and outside spaces. There is controlled vehicle access and numerous staff patrol the outside areas during breaks. There are CCTV cameras strategically placed at entrances and inside the buildings.

W3 The team of student services staff include two with counselling qualifications. All under 18s meet the welfare officer on arrival. Under 18s are highlighted on registers and teachers pay particular attention to them in class and in tutorials. There are separate male and female prayer rooms. The welfare officer is based in the young learner centre and students know that they can go to her with any problems.

W4 The procedures are clear and well-expressed. The information is presented visually for young learners.

W7 Comprehensive information is forwarded to students and parents of under 18s. Students have a thorough induction on arrival and receive a booklet with essential and helpful information. The information is presented in accessible language appropriate to the age of the students.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W11 Most homestays in use during the inspection had not been required to conduct, or to provide evidence of, fire risk assessments.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
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.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met

W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All the criteria in this section are fully met.	
<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	
All the criteria in this section are fully met.	
Leisure opportunities	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Not met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
W24 Under 18s on the adult programme are not offered alternatives when the activity is not suitable for them. Students on the young learner and vacation course did not find the activities interesting and attendance was poor.	

Safeguarding under 18s

Safeguarding under 18s	Need for improvement
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.	Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Not met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
Comments	
<p>The school offers young learner (ages 10–16) and vacation courses (ages 16–20) in January and the summer. In January this year there were 43 students on the young learner course and 20 on the vacation course aged under 18. Closed groups of under 18s are accepted throughout the year. At the time of the inspection there were 104 under 18s on the adult course, 38 on the vacation course and seven on the young learner course. 60 students aged under 18 were in accompanied groups.</p> <p>S1 The safeguarding policy does not include guidance on handling delayed suitability checks. A policy was added and appropriate procedures were seen to be in place during the inspection and this is no longer a point to be addressed.</p>	

S2 Staff and homestays receive appropriate and effective training. However, group leaders are not made aware of the policy or given guidance relevant to its effective implementation.

S3 The parental consent forms for 16 and 17 year-olds on the adult and vacation courses, and 14–16 year-olds on the young learner course, state that leisure activities are compulsory. The forms also state that students return to their homestay for their evening meal. Neither of these rules is enforced and students are, therefore, not receiving the levels of supervision that parents have agreed to.

S6 Parents are allowed to give permission for their children aged 14 or over to travel to and from their homestays unsupervised. However, parents are not aware of any local risks or that the rules about attending activities and evening meals are not being enforced. The school has not conducted any risk assessments for this unsupervised time or for arrangements made by group leaders when they choose to take their groups on alternative excursions or activities.

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

Inspection history	Dates/details
First inspection	1982
Last full inspection	2014 – as two separate inspections of the adult school and the young learners school
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Teacher training courses
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

Private sector

Date of foundation	1950
Ownership	Name of company: Anglo-Continental Educational Group Ltd Company number: 1174957
Other accreditation/inspection	ISI

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	278	329
Full-time ELT (15+ hours per week) aged 16–17 years	145	199
Full-time ELT (15+ hours per week) aged under 16	106	141
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	529	669
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	16	16
Junior programmes: predominant nationalities	Russian, Turkish, Italian, Saudi, Omani	Russian, Omani, Italian, Saudi, Spanish
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–60	16–70
Adult programmes: typical length of stay	8 weeks	7 weeks
Adult programmes: predominant nationalities	Saudi, Omani, Turkish, Brazilian, Italian	Saudi, Omani, Italian, Turkish, Swiss

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	48	52
Number teaching ELT 20 hours and over a week	46	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	8	8
Number of management (non-academic) and administrative staff working on eligible ELT courses	40	
Total number of support staff	6	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	8
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	8
Comments	

Two of the academic managers were teaching a half-timetable during the week of the inspection. The other six did not have a scheduled teaching commitment.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	14
TEFLI qualification	31
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/TESOL qualification	2
Total	48
Comments	

The QTS teacher was only teaching young learners.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	231	223
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	47	28
Overall totals adults/under 18s	278	251
Overall total adults + under 18s	529	