

Organisation name	Bayswater College Bournemouth
Inspection date	20–21 June 2023

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in publicity have been addressed and weaknesses in safeguarding under 18s will be addressed before the start of the next course. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Bayswater College Bournemouth in June 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>The private language school offers courses in general English for adults (18+) and young people (16+), for closed groups of adults (18+) and young people (16+) and, during the summer, for juniors and closed groups of juniors.</p> <p>Strengths were noted in the areas of strategic and quality management, premises and facilities, and leisure opportunities.</p> <p>There is a need for improvement in publicity and safeguarding under 18s.</p> <p>Overall the inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Bayswater College Bournemouth is one of four UK schools in the Bayswater group which also has schools in Canada, Cyprus, France and South Africa. Bayswater has acquired a number of schools in the UK and, most recently, took over Eurocentres. Bayswater College Bournemouth was previously a Eurocentre and was last accredited as such in 2018.

The Bayswater group is a social enterprise redistributing some of the income from students in its schools to funding courses for disadvantaged students in the same countries that its students come from.

The inspection took place over one and a half days. During this time the two inspectors met, face-to-face or remotely, from head office: the director, the operations director, the global sales director, the marketing manager, the head of partner support and the academic development manager. Meetings with local staff included the centre manager, the director of studies (DoS), the student services manager, a student services executive, the summer activity manager and an activity leader. Focus group meetings were also held with students and with teaching staff. Inspectors observed all the teachers who were timetabled during the inspection period, and one inspector visited a hall of residence and inspected remotely three homestays. The inspection included a tour of the school premises.

## Address of main site/head office

St Peters Quarter, Bournemouth BH1 2AD

## Description of sites visited/observed

Bayswater College occupies the third floor of a building in the centre of Bournemouth. The school can be accessed by a lift and there are three fire exit staircases. There is a large central area with a large reception area, recreation and relaxation areas for students; these include tea and coffee making facilities. A number of offices and classrooms and the student lounge open off this area with corridors leading to further classrooms and offices, the teachers' room and the prayer room. There are 15 classrooms in all.

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

## Comments

The general English courses run year-round are 20 45-minute lessons per week with the possibility of increasing the number of lessons to 25 or 30 per week. The more intensive courses contain optional components that include IELTS preparation (examination preparation). The college also offers one-to-one bespoke courses and courses for closed groups of juniors in the summer. The intention in summer 2023 is to make it possible for individual juniors to join these courses.

## Management profile

The school is managed by a centre manager with the DoS and the student services manager reporting to her; the former is responsible for academic matters and the latter for other issues. A number of functions, such as pre-arrival student administration, marketing (including publicity) and academic co-ordination are provided by group headquarters staff.

## Accommodation profile

Throughout the year, the school offers homestay accommodation through its own hosts and via two external agencies, one of which is registered with the British Council. In addition, student residences and hotel accommodation are offered to students in the summer period.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The strategic and quality management of the school is dynamic and effectively targeted. Staff management and development are of a good standard and the college has quality assurance systems in place. Student administration operates effectively. Publicity, though generally attractive, is sometimes inaccurate or unclear and information in some cases is not easily accessed. *Strategic and quality management* is an area of strength. There is a need for improvement in *Publicity*.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The school premises are clean, modern and well-maintained and provide a pleasant general environment. The classrooms are of a good size and appropriately furnished and equipped. There are a number of food outlets available nearby. Learning resources, in terms of facilities, equipment and materials, are of a good standard. Premises, facilities and learning resources all support the studies of students and provide a professional environment for staff. *Premises and facilities* is an area of strength.

### Teaching and learning

The provision meets the section standard. The academic staff are suitably qualified, experienced and are supported by the centre and academic managers. The course design is sound and the courses are well organised, resourced, and reviewed. Useful systems exist for tracking student progress and helping them to monitor their own. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The safety and security of the premises are ensured through appropriate systems, and students receive useful information regarding life in the UK. Although the accommodation offered is of a satisfactory or better standard, some homestay accommodation systems are inadequate. The leisure programme is well resourced, and student health and safety is prioritised appropriately. *Leisure opportunities* is an area of strength.

### Safeguarding under 18s

Overall, the provision meets the section standard. However, although there is a detailed safeguarding policy in place, it does not contain any information about how delayed suitability checks will be managed. Not all systems for monitoring students outside scheduled activities are adequate. There is a need for improvement in *Safeguarding under 18s*.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

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

Comments	
M1 There are clear statements of Bayswater's values and purposes in strategic plans at both group and Bournemouth centre levels; these are detailed and include key performance indicators. The Bournemouth plan takes as its starting points the group strategy and maps it against the inspection criteria. The values are shared with students and staff.	
M2 The college has its own development plan, based on group-wide objectives. The level of implementation of the clearly stated objectives is reflected in progress updates so that the plan can be carefully monitored; it is discussed at quarterly meetings.	
M4 There is a very full range of meetings at group, college, and EFL team levels, minuted where appropriate. The latter often include elements of continuing professional development.	
M5 Student feedback is collected at the beginning of a student's course, mid-term and at the end of the course. There are academic drop-ins in each class monthly in which the DoS conducts a mini focus group.	

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

Comments	
M11 A newly appointed member of staff goes through both 'onboarding' (group level) and induction (local level) procedures. Teachers reported that both were comprehensive.	

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

Comments	
M14 Levels of customer service were very good; this was confirmed by students in the focus group who reported that they knew who to turn to and that they received prompt assistance when needed.	

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.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met

M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	N/a
M29 Claims to accreditation are in line with Scheme requirements.	Not met

#### Comments

The main medium for publicity is the website. Social media are also used.

M22 While publicity is for the most part accurate, there were a number of errors and inconsistencies. There is a *Promise to students* which is not kept in every respect.

M23 The language used in the website is at times inaccurate, hyperbolic and often above B1 level in the Common European Framework of Reference.

M25 Information about costs is available but is extremely difficult to access as it is located in a sub-section of the *Partners* section of the website. Information on refunds and cancellations is in the Terms and Conditions and is not easy to understand. Exam fees and additional leisure costs are not mentioned.

M27 Although reference is made on the homestay factsheet to external agencies, the claim is made that 'they have all been visited by the school' is inaccurate.

M29 The correct version of the Accreditation marque is often used but there are instances where British Council accreditation is inappropriately and wrongly referred to.

#### 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.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	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 The premises are in a good state of decoration and are clean and well-maintained. There was some noise in the afternoon in the central area while option classes were taking place, but these can be held in classrooms that are some distance from this area.

P2 Classrooms are of a good size and are well equipped and flexibly furnished. They are light and reasonably quiet and are air-conditioned.

P3 There is ample space for students outside class time for relaxation, consuming food and playing indoor games.

P4 There is free drinking water as well as tea and coffee. There is a large number of food outlets in the vicinity of the school.

P5 Met, but although there is clear Bayswater signage in place, there are, pending final lease negotiations, also signs from previous occupants.

P6 There is a good-sized teachers' room with a workspace per person and a good number of computers. There is also a kitchenette with two microwaves and a dishwasher.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately	Strength

equipped and organised.	
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
<b>Comments</b>	
P10 There is a comprehensive virtual learning environment (VLE) that is used for a range of purposes including recording student progress and independent study and learning.	
P12 There was evidence of co-ordinated review of learning resources at local, UK and global levels.	

## Teaching and learning

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

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
<b>Comments</b>	
T5 Teachers are matched to classes on the basis of experience, preferences and expressed development needs (with mentoring if necessary).	

<b>Course design and implementation</b>	Met
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.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	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.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
<b>Comments</b>	

T11 The course design is linked to the Bayswater's *Promise to students* which includes monthly tutorials, regular testing, grade tracking, a certain level of technology in class and *twenty-first century skills* (essentially 'soft' workplace skills). These elements inform the choice of textbooks.

T15 Study and learning strategies are incorporated in the chosen coursebooks and useful advice is available through the VLE.

<b>Learner management</b>	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.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### **Comments**

T18 There is a range of skills, end-of-unit and level tests that occur frequently; the outcomes of these assessments are available through the VLE.

#### **Classroom observation record**

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English and afternoon option classes

#### **Comments**

Seven teachers were teaching during the week of the inspection, but one was on leave during both of its days.

<b>Teaching: classroom observation</b>	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.	Strength
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

#### **Comments**

T23 Teachers were knowledgeable and provided good models.

T24 Lesson plans contained objectives and were well staged but profiles often lacked detail.

T25 Learning outcomes were presented but sometimes as teaching aims.

T26 A good range of techniques was observed and there was helpful individual monitoring. Interactive whiteboards and data projection were used well.

T27 The size of classrooms allowed grouping, regrouping, and mingling and these occurred in some classes; in others there was little or no student interaction. Data projection was handled effectively.

T28 Timely and effective feedback was a feature of most lessons; it was constructively delayed until the end of fluency activities.

T29 Evaluation of learning was effective, largely using evaluation tasks in the coursebooks but sometimes achieved

through 'fun' devices.

T30 Students were generally involved and the rapport with teachers was good. Some classes, though, were not very stimulating and students' attention tended to wander.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria, with the majority being satisfactory. Teachers demonstrated sound grammatical awareness and provided clear models of the language, though these sometimes lacked detail. Lessons had been effectively planned. The techniques used were appropriate, though more pair work was needed, and resources were managed effectively. Teachers had given some thought to the evaluation of learning, gave useful feedback to learners and, in most cases, created a positive learning atmosphere.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Not met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met
Comments	

W2 There is a comprehensive plan in place to respond to emergencies with a simplified version and procedures made known to students.

W3 A good level of pastoral care is provided to students who clearly know who to approach if they have any problems. Some welfare staff have taken formal mental health training courses.

W4 Tolerance and respect are core values of the organisation; however, the procedures for dealing with any abusive behaviour are not made sufficiently clear to students.

Accommodation (W9–W22 as applicable)	Met
All accommodation	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

### Comments

All criteria in this subsection are fully met.



<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Not 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.	Not 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

W16 The school uses a number of hosts who accommodate more than four students, including some at the time of the inspection.

W17 At the time of the inspection there was more than one Arabic speaker accommodated in a number of homestays.

<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 criteria in this subsection are fully met.

<b>Leisure opportunities</b>	<b>Area of strength</b>
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.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W23 Students receive very good information about social, cultural and sporting events made known to them through a number of channels including online, noticeboards and flyers.

W24 The school's own social programme is varied and meets the needs of the current student body, including different age groups, and is presented to students through weekly and monthly programmes.

W26 There are clear and robust procedures for devising and revising risk assessments for all activities both on and off the premises.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	<b>Need for improvement</b>
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.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not 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

Throughout the year, the school accepts 16 and 17 year-olds on adult courses. In the summer, under 18s can study on junior courses (aged 13 to 17), and on a parent and child programme. At the time of the inspection there were eight under 18s studying at the school. This total is estimated to rise to 85 at the summer peak.

S1 Although the school has a good safeguarding policy in many respects, there is no mention of what to do in the case of delayed suitability checks or a lack of references for staff or homestay hosts.

S4 The school follows most safer recruitment procedures, but there were not two references on file for all hosts who were accommodating under 18s.

S6 There are insufficiently robust procedures for ensuring that under 18s are safe, when travelling and staying away from Bournemouth. Unaccompanied under 18s had stayed overnight away from Bournemouth without the school having drawn up a risk assessment to evaluate the risks involved. At the time of the inspection, a group of under 18s had travelled to Edinburgh without the school having been notified in advance by the students, by their parents or by homestay hosts. Measures to improve the travel consent form for under 18s were discussed, but were not implemented at the time of the inspection.

#### Declaration of legal and regulatory compliance

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

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

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

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

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

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

#### Comments

D1 The items sampled were satisfactory.

#### Organisation profile

Inspection history	Dates/details
First inspection	1984
Last full inspection	August 2018, as a Eurocentre Bournemouth
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	N/a
Other related accredited schools/centres/affiliates	Bayswater London, Bayswater Brighton, Bayswater Liverpool, Bayswater Summer
Other related non-accredited schools/centres/affiliates	Bayswater schools in other countries worldwide.

**Private sector**

Date of foundation	1948
Ownership	Name of company: Bayswater Bournemouth Ltd Company number: 14068523
Other accreditation/inspection	N/a

**Premises profile**

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

**Student profile**

	At inspection	In peak week: July 2023 (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	61	91
Full-time ELT (15+ hours per week) aged 16–17 years	8	39
Full-time ELT (15+ hours per week) aged under 16	0	46
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
<b>Overall total</b> ELT/ESOL students shown above	<b>69</b>	<b>176</b>
Junior programmes: advertised minimum age	N/a	10 (parent and child product)
Junior programmes: advertised maximum age	N/a	17
Junior programmes: predominant nationalities	N/a	Italian
Adult programmes: advertised minimum age	16+	N/a
Adult programmes: typical age range	16 to 35	N/a
Adult programmes: typical length of stay	8 weeks	N/a
Adult programmes: predominant nationalities	Saudi Arabian, Colombian, Korean	N/a

**Staff profile**

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	12
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 20 hours a week	6	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	7	
Total number of support staff	N/a	

**Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	
None.	

**Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	7
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	7
Comments	
None.	

**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	51	8
Private home		
Home tuition		
Residential		
Hotel/guesthouse		
Independent self-catering e.g. flats, bedsits, student houses		
<i>Arranged by student/family/guardian</i>		
Staying with own family		
Staying in privately rented rooms/flats	10	0
Overall totals adults/under 18s	61	8
Overall total adults + under 18s	69	