BRITISH COUNCIL

Inspection report

Organisation name	Bournemouth School of English
Inspection date	9–10 July 2026

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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in P1, W9, S4 and S6 have been addressed.

Summary statement

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

This private language school offers courses in general English for adults (18+) and young people (16+), closed groups of adults and under 18s, and vacation courses for under 18s in school premises and online.

Strengths were noted in the areas of strategic and quality management, student administration, *learning* resources, academic management, course design and leisure opportunities.

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

Introduction

Bournemouth School of English (BSE) is located very close to the town centre. The school was founded in 1985 and first accredited in 2009. The school has a core team that works year-round. In the summer, it also runs jointly with the Christian English Language Centre (CELC) a young learners' summer school in a rural location to the east of Bournemouth.

This two-day inspection was conducted by two inspectors. Meetings were held with the managing director, the school director, the school principal, the director of studies (DOS)/welfare officer, the summer school director, and the accommodation manager. Focus group meetings were held with teachers and students on both sites, as well as activity staff and group leaders in the junior summer school. All but one teacher timetabled to teach during the week of inspection were observed. One inspector observed an online lesson that took place in May. The inspection

included tours of the main school premises and of the junior residential centre. One inspector carried out an in-person visit to a residence used by adult students and the residential accommodation in the college. He also inspected two homestays remotely.

Address of main site

12 St Stephens Road, Bournemouth BH2 6JJ

Description of sites visited/observed

The main school
The main school is in a large Victorian house close to Bournemouth city centre. Some years ago, a modern building (Churchill Hall) was built on one side of the house, providing more classrooms and additional space for staff and students. The reception and offices are located in the original house on the ground floor. The school premises include offices, a staffroom and relaxation areas for students in two separate parts of the building. There are ten classrooms in the school.

The junior residential centre (Moorlands College, Sopley, Christchurch BH23 7AT)
The residential centre is run in a campus-based college of higher education (Moorlands College) situated in a rural setting close to the town of Christchurch. There are several buildings used on the site set in a large estate, located about a 20-minute drive from the main school. BSE/CELC use five classrooms, girls and boys boarding houses, a canteen, a large hall with an auditorium, a sports hall and playing fields.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☐	☐	☐	☐
General ELT for adults (18+) and young people (16+)	☒	☒	☐	☐
General ELT for juniors (under 18)	☒	☒	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☒	☒	☐	☐

Comments

The main courses offered are general English courses (16+), closed group courses and a four-week residential junior course for 12 to 15 year-olds. One-to-one lessons and online classes are also offered.

Management profile

The managing director and the school director are assisted by the principal, the DoS, and the accommodation manager. At the residential college, the school's marketing consultant acts as the summer centre director assisted by the DoS, who works in the residential college in July.

Accommodation profile

At the main school, the school manages its own homestays, which number approximately seventy-five. They also use a number of residences which are run by third-party providers. At the summer school, accommodation is provided on campus in twin rooms. All rooms contain a washbasin, and bathrooms are shared on each corridor.

Summary of inspection findings

Management
The provision meets the section standard and exceeds it in some respects. The school has clearly set out goals and values which inform all aspects of management. There is a clear organisational structure and channels of communication are very effective. HR policies are suitable. Systems in place for the recruitment of staff are appropriate. Procedures for the induction and monitoring of staff are very thorough. Student administration is

handled very efficiently. Publicity is satisfactory. *Strategic and quality management* and *Student administration* are areas of strength.

Premises and resources
The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable and professional environment for work and relaxation. Staff and students have access to a very good range of appropriate resources. Guidance on the use of these resources is provided, and technical support is on hand when needed. *Learning resources* is an area of strength.

Teaching and learning
The provision meets the section standard and exceeds it in some respects. The academic staff have a professional profile appropriate to the context and there are comprehensive systems in place to support the teaching team in their delivery of the academic programmes. Course design is highly appropriate to the needs of the students, and there are generally effective learner management policies and procedures. The teaching observed met the requirements of the Scheme. *Academic management* and *Course design* are areas of strength.

Welfare and student services
The provision meets the section standard and exceeds it in some respects. Pastoral support for students is appropriate, and most staff members have received first-aid training. Most accommodation systems are very well managed, but inspection records for adult student residences were not in place. The leisure programme is excellent at both the main school as well as on the junior programme. *Leisure opportunities* is an area of strength.

Safeguarding under 18s
Overall, the provision meets the section standard. The level of safeguarding training is excellent, and care of under 18s is highly prioritised. However, some required information was missing from homestay applications, and requests for overnight stays are not adequately risk assessed.

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.	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.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	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 BSE has clear mission and vision statements known to all staff and supported by the values of the school that are exemplified in the positive behaviours of leaders, managers and other staff. Staff were involved in a re-evaluation of the school's values.
M3 The school has a clearly understood structure supported by a photo gallery of staff in the main school. Staffing levels are generous given the current size of the school.
M4 Both informal and formal channels of communication work well. Very good use is made of social messaging apps and regular meetings. Staff feel consulted and consider that their views are valued.
M5 Feedback is gathered from students in a variety of ways. The student management system (SMS) enables staff to see at a glance aggregate scores in all areas and when action is required.

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 ensures that these are up to date.	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, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met
Comments	
M10 Recruitment of staff is detailed and well managed at all stages of the process. M11 Paid inductions are thorough and recorded in detailed checklists.	

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met
Comments	
M14 Both oral and written feedback clearly indicates that all staff are co-operative and helpful to students and their representatives. M15 Students and educational agents receive detailed and speedy information about all aspects of the provision before and during courses. M18 Attendance policies are clear and monitored very carefully, particularly in the case of under 18s.	

Publicity	Met
M21 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
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
Publicity consists of a website and social media sites.	

M23 Although publicity generally gives clear and accurate information about courses, the dates of public holidays were not stated. This was rectified shortly after the inspection and is no longer a point to be addressed.
M25 The publicity did not make clear when under 18s were unsupervised. This was revised shortly after the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met
Comments	
P1 Although the school has conducted an appropriate risk assessment for the main school, this is not the case for the residential college and for the residences used by year-round students. P4 In both sets of premises, the students have access to a number of places for recreation and relaxation. In the main school, students can use the large hub, and adult students can use the well-furnished student lounge. At the residential college, students can use the modern canteen, designated as the student hub, and extensive grounds with various seating options.	

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
P7 Course materials are well chosen, plentiful and appropriate for the various programmes offered including examination preparation courses. P8 Teachers have easy access to a wide range of well-organised digital and physical supplementary resources at both sites. P9 Educational technology is well maintained on both sites; staff receive very good initial training and ongoing support.	

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

Comments
The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context. Academic managers are TEFLQ and highly experienced, and provide support throughout the year in the main school and in the summer at the residential college. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile and the qualifications of teachers.

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met
Comments	
T7 The induction of new teachers is thorough and followed up with one-to-one support when needed by academic managers. T8 Teachers benefit from very good daily support on both sites. Staff reported very favourably on the academic support they received. T9 Formal observations are thorough and teachers in the main school also benefit from peer observations. Teachers on both sites reported their appreciation of the observation process and feedback received.	

Course design and implementation	Area of strength
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	
T11 Course design is comprehensive for all courses and teachers are given clear guidance in the teaching handbook. T12 Courses include a number of channels to enable students to develop their language skills outside the classroom. Closed group and individual classes contain lessons on English culture. Morning classes on the residential course prepare students for their experiential afternoon activities. T13 Course design is systematically and regularly reviewed based on the changing needs of students, and on feedback from learners and teachers.	

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Not met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met

T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T16 Student progress is monitored on all courses. However, the certificates for summer course students refer to their attained level of English, when this has not been sufficiently formally assessed.
T18 Academic managers have very good experience and expertise, and guide students very effectively to choose appropriate examinations and exam preparation courses and lessons.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	Online class, morning and afternoon general English and exam preparation courses, and all classes on the young learner course.

Comments

An online class was observed in May and other classes were observed in person during the main inspection.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 Teachers generally produced accurate models of spoken and written English. They gave clear explanations of grammar and vocabulary, which were appropriate to the aims of the lesson and suitable for the students' level. In better lessons, teachers highlighted stress marks and the word class of vocabulary.
T20 The content of most lessons was based on the overall course objectives and took into account differing students' needs. This was particularly the case in the year-round classes.
T21 The intended learning outcomes of lessons were generally made known to students. These were linked to an appropriate sequence of activities.
T22 Teaching techniques were largely appropriate with teachers effectively setting up pair and group work. In a few classes, instructions were delivered inadequately and not checked by teachers.
T23 Teachers generally enhanced learning by effectively managing the classroom environment and the teaching and learning resources. Teachers used large whiteboards well in the main school, but in the college the smaller boards hindered their effective use.
T24 Most teachers gave students a lot of praise. Teachers used a range of feedback techniques to support students, particularly at the main school and in the online class.
T25 Lessons included activities for teachers and students to evaluate whether learning is taking place. These were often short tasks, such as gap fill activities in coursebooks.
T26 Teachers promoted a positive and inclusive learning atmosphere in almost all classes observed and students were engaged in lessons. There was an excellent rapport between teachers and students and a very good balance between teacher talking time and student talking time.

Welfare and student services

Care of students	Met
W1 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
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Strength
Comments	
W5 Individualised transport information is provided to all students, and as well as the website and handbook, the school app provides a wide range of useful information on life in the UK. W6 Access to health care provision is very good. Clear systems are in place, and the majority of staff have benefited from first-aid training delivered in-house.	

Accommodation (W7–W18 as applicable)	Met
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength
Comments	
W9 Although homestay accommodation is inspected on an annual basis, no records were seen of inspections of residential accommodation at the main school. W10 Students receive detailed accommodation confirmations with, in the case of homestays, a pen portrait of the hosts as well as a link to further information on the school app, including a photo of the host. W11 Very effective systems are in place for identifying and resolving issues with accommodation, including regular formal feedback forms as well as face-to-face checks with students on their first day in school. W12 Homestay providers include a very useful handbook with detailed information designed to pre-empt common issues with students in accommodation. W13 Feedback from students during the inspection, as well as on record, is positive regarding the provision of food. Hosts are provided with very clear guidance to ensure a high standard of food is provided, and the hosts spoken to take this very seriously.	

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All criteria in this subsection are fully met.	

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
All relevant criteria in this subsection are fully met.	

Leisure opportunities	Area of strength
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength
Comments	
W20 Regular groups receive bespoke leisure programmes which year-round students can join. On the junior programme, an excellent range of activities is provided, which blends very well with the morning lessons. This is combined with the usual range of sports, crafts, and excursions. W21 The leisure programme is very well organised, and the majority of activities are run by teachers. Good use is made of the school app, which provides useful information about excursion destinations as well as maps and itineraries. W22 Risk assessments are utilised effectively, and most staff are first-aid trained. First aid kits are taken on all trips. W23 Staff supervising activities are given excellent support, including thorough inductions and the opportunity to shadow experienced staff leading excursions. Qualified professionals visit the junior programme to lead a range of the options available there.	

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	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	
At the main school, 16 and 17-year-olds are accepted on adult courses and closed groups of juniors are also enrolled. At the summer school, junior students aged 12 to 16 are enrolled. At the time of the inspection, there were four under 18s on adult courses at the main school, and sixty-four students on the summer programme. This was the peak week on the summer programme. The number of junior groups at the main school fluctuates over the year.	

S2 As well as the safeguarding team, all staff were given the opportunity to receive specialist safeguarding training delivered in house. The majority of staff are trained to this level.
S4 Safer recruitment procedures are generally thorough, and staff files contain the relevant checks; however, homestay applications are missing some details.
S6 Although useful advice and guidance are in place regarding unsupervised time for 16 and 17 year-olds, the school does not reserve the right to deny requests for overnight stays if the student is deemed to be at risk.

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	2009
Last full inspection	2022
Subsequent checks/visits (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	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1985 Incorporated in 2011 as a limited company
Ownership	The Bournemouth School of English Ltd. Company number: 07542467
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	Estimate at peak
ELT/ESOL students (eligible courses)		July
Full-time ELT (15+ hours per week) 18 years and over	21	21
Full-time ELT (15+ hours per week) aged 16–17 years	9	9
Full-time ELT (15+ hours per week) aged under 16	58	58
Part-time ELT aged 18 years and over	3	3

Part-time ELT aged 16–17 years	1	1
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	**92**	**92**
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	16–40	16–40
Adult programmes: typical length of stay	4 weeks	4 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Swiss, French	Saudi Arabian, Swiss, French
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	Turkish, Spanish	Turkish, Spanish

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	11	11
Number teaching ELT 20 hours and over a week	11	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	5	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	3
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	1
TEFLI qualification	9
ATEFL registered portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	1
Total	11
Comments	
None of the academic managers was teaching in the week of the inspection.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	10	2
Private home	0	0

Home tuition	0	0
Residential	4	61
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	5
Staying in privately rented rooms/flats	10	0
Overall totals adults/under 18s	24	68
Overall total adults + under 18s	92	

Items requiring early action
Evidence must be submitted within three months to demonstrate that weaknesses in P1, W9, S4 and S6 have been addressed.