

Organisation name	Bournemouth School of English
Inspection date	21–22 June 2022

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.

Summary statement
<p>The British Council inspected and accredited the Bournemouth School of English in June 2022. 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>This private language school offers courses in general English for adults (18+) and young people (16+) and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, student administration, academic management, course design, and learner management.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

The Bournemouth School of English (BSE) is a family-run school located very close to the town centre. The school was founded in 1985 and was taken over by its current owners in 2002. The school has a core staff team that works year-round. In the summer it also runs a young learners' summer school in a rural location to the east of Bournemouth jointly with Christian English Language Centre (CELC), also accredited by the British Council.

This full inspection, with one inspector in Bournemouth and one working remotely, took the equivalent of a day and a half over two days. Meetings were held with the managing director, the school director, the school principal, the director of studies (DOS) and welfare officer, the director of the summer school, the marketing manager and the accommodation officer. Focus group meetings were held with teachers and with students. All teachers timetabled to teach during the inspection were observed. The inspection included tours of the main school premises and of the junior residential centre. One inspector carried out remote visits to a residence and three homestays and spoke to the hosts.

## Address of main site/head office

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 area of the main house is on the ground floor. The managers, director of studies and welfare officer, and the accommodation officer all work in this area. On the ground floor of Churchill Hall there are staff rooms and a relaxation area for students. There are five classrooms in the main house and six in Churchill Hall.

### The junior residential centre

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 on the site set on a large estate. It is about a 20-minute drive from the main school.

BSE/CELC have the use of seven classrooms, girls and boys boarding houses, a canteen, a large hall, a sports hall and playing fields.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" 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

At the time of the inspection the school was running general English courses of varying lengths and numbers of hours per week. The summer school was due to start a few days after the end of the inspection.

## Management profile

The school director (who oversees student affairs), the school principal and the DOS, who is also the welfare officer, report to the managing director. All three are members of the academic management team. The marketing manager, the director of CELC, works on a consultancy basis. The summer school management team consists of the summer school director, the main school DOS and an activities manager.

## Accommodation profile

The school arranges homestay for students in the main school and residential accommodation in two self-catering residences. At the off-site junior summer centre, only residential accommodation is available. It comprises six corridors in two buildings, one for boys, the other for girls, with staff resident in both blocks. In each block, the students sleep in twin rooms. Facilities are similar in each block and include common rooms.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The school has appropriate and 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 fit for purpose. Procedures for the induction and monitoring of staff are very thorough. Student administration is handled very efficiently, and there are suitable quality assurance systems. Publicity is satisfactory overall. *Strategic and quality management* and *Student administration* are areas of strength.

### Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. Staff and students have access to a good range of appropriate resources. Guidance on the use of these resources is provided and technical support is on hand when needed.

### 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 wholly appropriate to the needs of the students, and there are effective learner management policies and procedures. The teaching observed meets the requirements of the Scheme. *Academic management*, *Course design* and *Learner management* are areas of strength.

### Welfare and student services

The provision meets the section standard. The needs of students for security, safety and information are met and students benefit from a high standard of welfare support. The accommodation provided is good and communications are managed effectively. Students are made aware of local social and cultural activities.

### Safeguarding under 18s

The provision meets the section standard. Overall, there is appropriate provision for the safeguarding of students under the age of 18 within the school, in the scheduled out-of-class activities and in the leisure activity programme. Safer recruitment is practised, and appropriate records are maintained. Accommodation arrangements are suitable for the age group.

### 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.	Met
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.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

#### Comments

M2 The school has a detailed growth plan for the short, medium and long term with built-in review processes. Though sometimes aspirational given the current circumstances, it does include, where possible, measurable outcomes. The plan centres on new marketing strategies and on co-operation between BSE and CELC in the delivery of a joint junior summer programme.

M4 There is a wide range of regular minuted meetings covering all aspects of the school's activities. Actions that are assigned are flagged up in the school management system (SMS), a powerful database management system developed in-house. The flag remains in place until the required action has been taken.

M5 Feedback is automatically sought from students by emails generated by the SMS at given intervals starting with the day of arrival, then day one with subsequent requests on a regular basis. A five-point scale is used to indicate satisfaction. Responses below the top two categories are flagged up on the SMS and remain on the feedback homepage until action has been taken and recorded.

M6 Feedback from staff is sought in a similar manner after recruitment interviews, induction, at the end of week one for new staff, and after appraisals and continuous professional development activities (CPD).

<b>Staff management and development</b>	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 There are full-day inductions for new staff which may include, or be preceded by, mandatory training online. There is a checklist to ensure all areas are covered. A recently employed teacher was wholly satisfied with the process.

<b>Student administration</b>	Area of strength
M14 Staff are helpful and courteous to students and their representatives and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	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

M14 Staff were seen to be helpful and courteous in their interactions with students who felt in the focus group and in feedback that they were more than satisfied with the levels of customer service that were provided. There are good cover arrangements in place.

M15 Full information about courses is communicated to students before enrolment and staff in reception are able to give students very helpful advice about courses relevant to their needs. This ensures that enrolment is carried out efficiently and students can receive immediate attention whether they come in person or are enrolling online.

M19 The policies on attendance and punctuality are made clear to staff and students through their handbooks. Attendance in the main school is monitored on a weekly basis with overall attendance below 80 per cent followed up. Junior centre students are expected to attend every lesson; attendance is monitored daily at the start of each lesson and any absences are followed up immediately.

Publicity	Met
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.	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.	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.	Met
Comments	

Publicity consists of a website with a number of digital price lists and a presence on various social media. The website is considered the main medium of publicity.

M23 The language used is clear and accurate, although there are occasional cases of hyperbole.

M25 The publicity lacks clarity about the cost of the coursebooks, the first of which is included in the registration fee whereas a second coursebook, if necessary, costs £40. It also suggests that internal tests need to be paid for when this only applies to students in certain limited circumstances. This was subsequently rectified and is no longer a point to be addressed.

M26 A full and accurate statement of pastoral care is made available to parents and guardians although it was not easily identifiable at the time of the inspection. When this was highlighted by inspectors the information was made more prominent so this is no longer a point to be addressed.

## Premises and resources

Premises and facilities	Met
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.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
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.	Met
Comments	

P1 The main school premises are in an adequate state of repair, cleanliness and decoration; Moorlands College is in an exceptionally good state.

Learning resources	Met
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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.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	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.	Met

#### Comments

P8 There is a good level of print resources in the teachers' room and a very comprehensive and extensive bank of materials in cloud-based storage.

### 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.	Strength

#### Comments

T1 Two teachers did not have a Level 6 qualification. Satisfactory rationales were presented and accepted in the context of this inspection.

T4 The academic management team are TEFLQ and have considerable experience of academic management.

<b>Academic management</b>	Area of strength
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.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
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.	Strength

#### Comments

T7 The academic management team are all available on site to cover for unplanned teacher absences; with current numbers this means that cover is available for over half the teachers. For planned absences, the policy is to bring in an external cover teacher.

T8 The non-linear course design is specifically structured to facilitate continuous enrolment; it features individual stand-alone sessions. Handling rolling enrolment is given full attention in teacher inductions.

T10 There is a wide range of observations within the school. Full observations, by the suitably qualified DOS, are held within the first two weeks for new teachers and then at least once a year. Full reports are provided and these were appreciated by teachers. There are also targeted observations, requested by teachers; peer observations; and observations related to CPD.

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.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Strength
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	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.	Met

#### Comments

T11 Course designs for both the main school general English course and the junior summer school course (branded *english&more*) are both based on clear statements of principle that are made clear to teachers and students. Coursebooks have a supporting rather than primary role as one of a range of inputs to the design. There is detailed guidance for teachers and a range of supplementary materials is available.

T13 Week-by-week course maps are displayed on classroom noticeboards together with QR codes which give students access to the aim and objectives (expressed as can-do statements) associated with them.

T14 The general course design includes sections on language for life and authentic materials which explicitly link to language activity outside the classroom. The morning *english&more* classes are linked to and anticipate afternoon projects and evening activities; they are monitored and followed up by teachers.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	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

T17 There are systematic placement procedures in use. A published placement test is used in the main school. As this is not appropriate for the *english&more* juniors, a four-skill placement test has been developed in-house for them. In both cases, starting levels are reliably linked to Common European Framework Reference (CEFR) levels. In those classes seen, composition appeared to be very homogeneous.

T18 Regular assessment of student progress is central in the course designs. The techniques used range along a continuum from informal to formal; outcomes are recorded on student profiles available through the SMS.

T19 Learner support is available from teachers and advice is given on self-study materials. Student progression is a standard item on the weekly teachers' meeting.

#### Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	General English classes in the main school.

#### Comments

The junior summer school was due to start soon after the inspection.

Teaching: classroom observation	Met
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T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	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.	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.	Strength

#### Comments

T23 Board models were mostly clear and often included form highlights. Language examples were generally clear and relevant to students. Frequent attention was paid to pronunciation and there was some evidence of teachers' awareness of L1 interference.

T24 Student profiles were included and made reference to in lesson plans which often referred to individual students' learning needs and linguistic strengths. Lesson plans were suitably detailed with realistic timings and time was allowed for homework and checking of learning. There was evidence of sensitivity to learners' pace of learning.

T25 Lesson outcomes were included and mostly clearly stated; they were shared with students. Potential difficulties were anticipated. There was a clear link between lesson objectives and coherent sequences of activities.

T26 A range of relevant teaching techniques was seen in use including nomination, elicitation, the checking of meaning and well-managed controlled practice. Good use was made of gesture to illustrate meaning. The handling of open feedback was well managed. At times teachers talked too much.

T27 Use of handouts and whiteboards was satisfactory. Video, when used, was well handled. Instructions were generally clear and checked on some occasions. Coursebook material was used to support learning without dominating.

T28 There was good monitoring with an even spread of attention to students and individual correction. Some prompting for self-correction was seen and there was often helpful feedback.

T29 Individual activities and pairwork were frequently used to evaluate learning and open class feedback was used effectively for correction, language recap and checking of learning.

T30 The classroom atmosphere was positive in all groups, with students involved and actively engaged in learning. The teachers' manner was friendly and they showed an understanding of students' cultural differences and evidence of familiarity with their individual lives.

#### 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 or better. Teachers provided mostly good models of language and the staging of lessons was effective in most cases. Teaching techniques were generally appropriate, but there was too much teacher talking time on occasion. Feedback techniques were mostly satisfactory and some good examples of evaluating learning were seen. Teachers created a conducive learning environment in all the classes observed. The teaching observed met the requirements of the Scheme.

#### Welfare and student services

<b>Care of students</b>	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.	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.	Met
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.	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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met
<b>Comments</b>	
W6 Students receive very thorough information setting out different options for travel by public transport, including information on arrival at Bournemouth airport.	
<b>Accommodation</b> (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.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
<b>Comments</b>	
W11 Accommodation checks are very thorough and there was evidence of clear communication with residences and homestay hosts. Hosts reported very positively on the responsiveness and support received from the accommodation officer and other school staff.	
W13 Students are fully supported and feedback is derived from a personal phone call to students on the day after their arrival as well as an end-of-week-one feedback form.	
<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
<b>Comments</b>	
All criteria in this subsection 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.	Not met
W22 The provider monitors any other accommodation recommended and booking and payment arrangements are clear.	Met
<b>Comments</b>	
W21 Information on living in private rented accommodation is not routinely provided.	
<b>Leisure opportunities</b>	Met

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.	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

W23 The leisure programme for the main school has largely been suspended during the more restricted times of the pandemic but appropriate information has been shared with students where possible and pre-pandemic records indicated that students were appropriately catered for.

W25 The leisure programme at the summer programme is provided by CELC and complements the academic input from BSE. No course was running at the summer school at the time of the inspection, so W25, W26 and W27 for this course could not be observed in action. However, there are detailed policies and procedures in place and previous student feedback and the CELC 2019 accreditation report indicates satisfactory provision.

### 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.	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.	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

The school occasionally has a few 16–17 year old students on adult courses during the year. Three were attending courses at the time of the inspection. In the summer there are approximately 80 students aged 13–16 years.

S4 One reference for a member of staff did not include an enquiry about the candidate's suitability to work with under 18s. This was followed up during the inspection and a suitable new reference was obtained. It is no longer a point to be addressed.

### 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	2017
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	N/a
Other related non-accredited schools/centres/affiliates	N/a

## Private sector

Date of foundation	1985 as original partnership. 2002 as second partnership, between the current managing director and school director. Incorporated in 2011 as a limited company with the managing director and school director as shareholders.
Ownership	Name of company: The Bournemouth School of English Ltd. Company number: 7542467
Other accreditation/inspection	N/a

## 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: Select month (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	34	90
Full-time ELT (15+ hours per week) aged 16–17 years	3	28
Full-time ELT (15+ hours per week) aged under 16	0	75
Part-time ELT aged 18 years and over	9	8
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>46</b>	<b>201</b>
Junior programmes: advertised minimum age	13	13
Junior programmes: advertised maximum age	16	16

Junior programmes: predominant nationalities	Italian, Spanish, Vietnamese	Italian, Spanish, Vietnamese
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–50	16–50
Adult programmes: typical length of stay	12 weeks	6 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Swiss, Spanish	Saudi Arabian, Swiss, Spanish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	12
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	N/a	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	3
Comments	
No hours of teaching.	

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	5
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	21	3
Private home	0	0
Home tuition	0	0
Residential	3	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	19	0
Overall totals adults/under 18s	43	3
Overall total adults + under 18s	46	