

Organisation name	Capital School of English, Bournemouth
Inspection date	11–12 April 2017

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

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

### Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in C4 have been addressed.

### Summary statement

The British Council inspected and accredited Capital School of English, Bournemouth, in April 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general English for adults (16+) and vacation courses for under 18s.

Strengths were noted in the areas of staff management, student administration, quality assurance, publicity, care of students, accommodation and leisure activities.

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

## Organisation profile

Inspection history	Dates/details
First inspection	2006
Last full inspection	2013
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	2003
Ownership	Capital SE Limited Company number: 04789251
Other accreditation/inspection	N/a

## Premises profile

Address of main site	324 Wimborne Road Winton Bournemouth BH9 2HH
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	Summer Term only (3 July – 25 August 2017) Arts University Bournemouth Wallisdown Bournemouth BH12 5HH  For summer courses, and residence for students 18+.
Profile of sites visited	The school is located in an area of Bournemouth with good facilities and transport links. The building is over 100 years old and was previously a bank and a restaurant. There are three floors and a basement. The basement room has recently been converted from a computer room and is now a student social room. The ground floor contains a reception area, five classrooms, offices and a staff kitchen. On the remaining floors there are a further five classrooms, offices, a self-study room and student library, and a teachers' preparation area. Toilets are located on all three floors.

## Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	67	231
Full-time ELT (15+ hours per week) aged 16–17 years	10	68
Full-time ELT (15+ hours per week) aged under 16	19	6
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total</b> ELT/ESOL students shown above	96	305
<b>Advertised</b> minimum age (junior programmes)	12 - travelling as part of a closed group	12 - travelling as part of a closed group

<b>Actual</b> minimum age (junior programmes)	12	13
<b>Advertised</b> maximum age (junior programmes)	15	15
<b>Actual</b> maximum age (junior programmes)	16 - travelling as part of a closed group	17 - travelling as part of a closed group
Typical age range	16–30	16–30
Typical length of stay	6–12 weeks	2–6 weeks
Predominant nationalities	Saudi Arabian, Thai, Omani, Spanish and Swiss	Saudi Arabian, Omani, French, Spanish and German
Number on PBS Tier 4 General student visas	N/a	N/a
Number on PBS Tier 4 child visas	N/a	N/a
Number on short-term study visas	81	200

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	25
Number teaching ELT 20 hours and over a week	8	
Number teaching ELT 10–19 hours a week	0	
Number teaching ELT under 10 hours a week	1	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	12	
Total number of support staff	0	

#### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
<b>Total</b>	2
Comments	

The director of studies (DoS) and the continuing professional development (CPD) co-ordinator are included here. The managing director (MD) is TEFLI and the product development and marketing manager is TEFLQ. Both provide teaching cover when needed; they were not teaching at the time of the inspection.

#### Teacher qualifications profiles

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	9
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
<b>Total</b>	9

Comments

One of the teachers is the young learner co-ordinator and teaches under 10 hours per week.

**Course profile**

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Year-round general English provision is for students 16+. Extra options include examination preparation and English for work. One-to-one classes are a growing part of the school's business. A residential young adults course (16–19 year-olds) is held in the summer at the Arts University; 16–17 year-olds on these courses stay in homestay accommodation.

Other courses include tailor-made mini-stay courses for closed groups. These are usually for under 16s, who are accompanied by group leaders, and can involve one week's integration into a local secondary school. One group from Thailand were in the second week of a three-week programme at the time of the inspection. In 2017, for the first time, the school is offering a three-week programme for Italian school groups who require a business English-focused course.

**Accommodation profile**

**Number of students in each at the time of inspection (all students on eligible courses)**

Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	53	29
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	0	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<b>Arranged by student/family/guardian</b>		
Staying with own family	0	N/a
Staying in privately rented rooms/flats	14	N/a
<b>Overall totals adults/under 18s</b>	67	29
<b>Overall total adults + under 18s</b>	96	

## Introduction

Capital School of English (CSE) was founded in 2003. Two of the three directors are full-time managers of the school. In 2003 the school comprised a small number of rooms on two floors of the current premises; in 2006 the owners took on the current student services building; in 2010 refurbished space previously used by a restaurant was added. Current capacity, including both morning and afternoon classes, is 220 students. At the time of the last inspection three off-site locations were used to increase capacity in the summer; in 2017 the school plans to use the Arts University in the centre of Bournemouth.

The school offers general English for adults (16+) year round. Courses are either 'standard' (15 hours per week, in either the morning or the afternoon), 'English +' (20 hours general English, including five hours of communication skills, pronunciation, exam skills or writing) or 'full immersion' (30 hours, including exam preparation or English for work, if required). Mini-stay junior courses for closed groups (12–15 year-olds) are also offered on site, and in the summer young adult courses (16–19 year-olds) are held at the Arts University.

The inspection took place over two days. There were meetings with the senior management team for adults and young learners, student services, including the accommodation officer and social organiser, and student administration. Documentation was checked. There were focus group meetings with the teachers and with both the adult students and the young learner group. The group leaders for the junior group were interviewed. One inspector attended a meeting of the under 18s and had a separate meeting with the student ambassadors. Three homestays were visited by one inspector. Each of the nine teachers was observed. A round-up was held with the senior management team at the end of the inspection.

## Management

### Legal and statutory regulations

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

### Comments

M1 The items sampled were satisfactory.

### Staff management

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

### Comments

M2 The structure of management is very clear and all areas of the operation are well staffed and covered at all times. Staff are required to wear ID cards which show their responsibilities.

M4 Communication channels between the separate teams are very effective. Informal communication is supported and supplemented by regular formal meetings of the senior management, the teaching team and the administration team. Teachers receive weekly email reports, there is a monthly, attractively produced newsletter for students and homestay providers receive regular mail shots. A small number of long-stay students are asked to be student ambassadors and help support fellow students, including helping with translation when required.

M5 CSE uses an external human resources company to advise on contracts and staff handbooks. There are thorough procedures for recruitment, including a pre-interview task which prospective teachers are required to complete. Safer recruitment measures are in place. Comprehensive documentation is sent to successful applicants to prepare them for work and newer staff said they felt valued and well supported at all stages of the process.

M7 There is thorough induction for all staff and induction time is paid. There are clearly stated processes for individual and group inductions, as well as for returning employees. There is a good slide presentation for group inductions.

M8 Permanent year-round staff are monitored both informally and formally through annual appraisals and professional development reviews (PDR). Appropriate procedures also exist for temporary staff and include formal monitoring, although currently, the owner-managers do not formally seek feedback on their own performance.

M9 Appropriately funded internal and external training and development is provided to improve the skills and competence of all school staff. Teachers attend in-house as well as external development sessions and are paid for attending evening development sessions. Staff reported that the senior management is very responsive to requests for professional development opportunities.

### Student administration

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

### Comments

M10 Staffing levels are very good and there are good cover procedures in place. The school has invested in a new 'Cloud-based' IT system so that student records can be accessed by staff on site or off site. Staff were easily able to retrieve specific information at the request of inspectors.

M11 Students get good information on their course choices before arrival. Reasons for studying at CSE are available in five languages on the website and school staff speak a number of languages. The application form has been translated into Arabic, and other translations are planned. There is a 'live chat' facility on the website.

M12 If needed, new students are assisted in their first language (L1) on enrolment days by student ambassadors. Refund procedures are clear and student friendly. Students are clearly informed of their legal rights in relation to a 14-day 'cooling-off' period before cancellation charges are incurred.

M13 Students are required to inform the school of changes to their local contact details but a more proactive approach is needed to ensure that records are kept up to date.

M14 The school has very clear and rigorously implemented procedures in relation to student attendance and punctuality. The school has an electronic card swipe system which is administered daily from the academic office. All under 18s who are absent from school are contacted immediately by their welfare officer.

M15 On induction all students agree to abide by the student code of conduct, which is also available in every classroom and on noticeboards. In addition parents/guardians are required to agree to the under-18 code of conduct. Failure to follow these codes can lead to one or more stages of the expulsion process, which allows for warning and opportunity for improvement.

### Quality assurance

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

### Comments

M17 There is a robust culture of review in the school. Management continually assesses the whole provision and has self-assessed against inspection criteria for its own development purposes. Key review periods are at the end of the summer courses and at the end of the year.

M18 CSE seeks feedback from students in the first week and at the end of their courses. Interim feedback is sought through tutorials. However, questionnaires do not sufficiently encourage feedback on the school's resources, and questionnaires sampled showed that action taken is not rigorously recorded.

M19 Staff feedback is regularly obtained from staff at chaired meetings and through email contact, and at every

stage when new ideas are developed and implemented. Staff are also asked for feedback during annual appraisals. M20 CSE's complaints policy is made clear to students at induction and on notices around the school. It includes the ultimate option of complaint to an external body. The school has received no official complaints but systems are in place if the occasion arises.

### Publicity

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

### Comments

The school's publicity includes a website, a brochure, which can be downloaded from the website, and a social media presence. The school's product development and marketing manager maintains the website and updates it regularly.

M21 The text of the publicity is written in English that is appropriate to the level of the students. It is accurate and clear throughout.

M22 The publicity is attractive and has a good balance of text, pictures and video extracts, which fully and realistically represents the student experience. Information is presented in clear tables and 'pop ups' and by the use of bullet points. Claims made in publicity can be evidenced.

M23 Course descriptions are clearly presented and prospective students are able to make a comparison between courses without difficulty.

M24 The information covered by this criterion is detailed and very easy to find. The maximum class size on the website is stated as 14, except in the summer when it is 15. However, the brochure states that the maximum class size is 15.

M25 All the information covered by this criterion is very clear and well laid out for ease of access.

M26 Descriptions of both homestay and residential accommodation are accurate and provide useful information. The sections on accommodation in the publicity are attractive and clearly laid out.

M27 Publicity gives an accurate description of the leisure programme and contains useful information. A weekly programme is posted on the website.

### Management summary

The provision meets the section standard and exceeds it in some respects. The school is very well managed and communications are very effective. Good student administration systems are in place and the school is responsive to feedback from students and staff. Publicity is attractive and reflects the provision accurately and clearly. *Staff management, student administration, quality assurance and publicity* are areas of strength.

## Resources and environment

### Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Comments

R1 The premises provide a comfortable and well-integrated environment for students. Social areas are restricted in size but good use has been made of the space available. There is a patio area at the front of the school. A refurbishment of the basement was completed in March 2017 to provide a second student lounge. In the summer the Arts University campus is used for teaching and large group inductions.

R2 The premises have been refurbished to a high standard. They are well decorated, well maintained and spotlessly clean. Décor suits the student population and is in keeping with the CSE brand.

R3 In some of the smaller classrooms the furniture does not allow for flexibility of layout. Some staff reported that excessive heat and road noise can cause problems in the summer but electric fans are available and air conditioning was added in 2014 to the ground floor.

R5 Signage both on the outside of the building and on the inside is very good. There are three display monitors that are updated weekly or when the need arises. Display areas generally around the school are visually attractive, contain relevant information and are regularly maintained.

#### Learning resources

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

#### Comments

R7 There are suitable stocks of materials and resources available for staff and students. These include coursebooks, which are loaned to students, supplementary materials and in-house resources. All the materials are suitable for general English courses, examination courses, and young learner courses respectively. The school has had a number of 'pop up' book sales in conjunction with a local ELT bookshop.

R10 There is a small self-study area with four computers with access to free materials prepared by the teachers. The materials are at four levels and are attractively presented both on screen and in print. The service is fast and easy to use, and to maintain student focus on the materials internet access is not available. The facility was warmly commended by students in the focus groups.

R11 A cover teacher is available in the self-study area three times a day to help and support students.

#### Resources and environment summary

The provision meets the section standard. The learning resources and environment support and enhance the studies of the students and offer an appropriate professional environment for staff. The premises provide an attractive environment within which to study.

#### Teaching and learning

##### Academic staff profile

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

#### Comments

T1 One teacher did not have a Level 6 qualification. A rationale for employing this teacher was provided. The teacher had completed higher educational studies and had had over 25 years' business experience. He has shown



over time a commitment to his own career development. The rationale was therefore accepted within the context of this inspection.

T4 The DoS has passed two modules of a diploma-level qualification, has successfully completed a diploma-level course in ELT management and has had over ten years' full-time teaching experience. The CPD co-ordinator, who observes the teachers, is diploma qualified with thirty years' experience.

### Academic management

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

#### Comments

T8 All cover is provided internally. The CPD co-ordinator is also a full-time cover teacher. Other appropriately qualified members of the senior management team, such as the diploma-qualified product development and marketing manager, also provide cover. Lessons are never cancelled, or classes doubled up, except on principled academic grounds.

T9 In the teachers' handbook there is guidance for dealing with certain aspects of continuous enrolment but there is too little advice on how the learning needs of new students can be integrated into a continuing class and how the syllabus might need to be adapted.

T10 There are six paid CPD sessions a year and costs are covered for teachers who attend off-site development sessions. In 2016 an in-house diploma-level course was run by the CPD co-ordinator and used as a basis to develop teachers. Peer observations are encouraged and teaching cover is provided.

T11 New teachers to the school have a full 90-minute observation within their first two weeks by the CPD co-ordinator. They are given supportive feedback as part of a one-to-one session, both orally and in written form. Formal observations of existing staff take place a minimum of twice a year. Teaching staff are offered the opportunity to choose an area they would like focused on during the observation. However, observation records sampled revealed that feedback comments were random, and not measured against a set of established criteria or linked to an action plan for further development.

### Course design and implementation

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

#### Comments

T12 Mini-stay young learner courses are designed to meet the needs and interests of the group. General adult classes use a coursebook together with a syllabus checklist as a structure for the course. However, more guidance needs to be given to teachers on how to integrate the syllabus with the coursebook.

T13 A review of syllabuses led to the introduction of the syllabus checklists with learning outcomes in February 2017, and English + courses have been introduced to focus on specific skills. However, more feedback needs to be sought from students as part of the review process.

T14 Teachers are required to display weekly plans in their respective classrooms for students to see, which are reviewed on a weekly basis by the CPD co-ordinator. There was little evidence that students engaged with the plans nor are given the opportunity to help shape them, but syllabus checklists are given to students to identify elements that have been taught.

T15 Syllabuses do not systematically include study and learning strategies and there was little evidence of them being taught in classes observed.

T16 Teachers are encouraged to take students out of the classroom and where possible expose them to 'real world' English. The school has introduced themed weeks or 'days away', where the school brings in guest speakers or

takes students out on certain activities where they are required to communicate with native speakers.

### Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T17 Initial assessment covers all relevant areas but Common European Framework of Reference (CEFR) levels are not made known to students except on departure.

T18 There are progress tests and tutorials every four weeks. However, progress is not linked to external criteria, such as the CEFR, and in the tutorial records sampled target setting was more general than specific.

T19 Very clear information is given to students in chart form about the range of examinations available and advice is available from the DoS.

T22 Advice for students wishing to enter mainstream UK education is outsourced to an independent agency. CSE is currently in talks with a local university with the aim of organising campus visits for CSE students to give them an experience of UK higher education.

### Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	Young learner mini-stay course, general English and English + (English for Work and Exam Skills)

#### Comments

None.

### Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T23 Teachers mainly demonstrated a sound knowledge of the linguistic systems underlying the use of the language and generally provided appropriate models of spoken English. However, only a few teachers checked students' understanding of the items taught. Models of written English were accurate but there was too little written support for new vocabulary, particularly in terms of pronunciation, word class and providing examples in context.

T24 The better class profiles were carefully considered and the lesson plans showed clear awareness of learners' needs, and lesson content was appropriate. The weaker plans were more driven by coursebook content, lesson aims were more focused on text or activity rather than on the different abilities and needs of the learners, and too little consideration was given to how much time individual learners would need to finish a task. A few plans did not

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seem to relate to the lesson observed.

T25 The better lessons consisted of a series of coherent and relevant activities and had clear learning outcomes. In the weaker segments teachers over relied on coursebook exercises and failed to link them explicitly to the needs and interests of the learners.

T26 The range of teaching techniques was limited, though elicitation and nomination techniques were used effectively overall.

T27 Instructions were nearly always clear and sometimes supported by gesture but understanding of instructions was rarely checked. Teachers used the equipment satisfactorily, although in many classes more effective use could have been made of the whiteboard. Classroom dictionaries were not used when it would have been appropriate to do so. Use of the coursebook was just satisfactory but exercises were rarely personalised and were generally underexploited. Seating arrangements did not always allow for a variety of interaction patterns or encourage equal student participation and most classes were static and teacher fronted.

T28 Teachers generally gave perceptive and useful feedback on student performance, both in the classroom and in the homework. However, correction techniques were limited in range and in most classes there was insufficient correction of pronunciation.

T29 Concept checking was weak but effective use was made in some classes of matching and practice activities to see how well an area of language had been learnt.

T30 Teachers pitched their own language at the right level for their students and in most lessons observed students were clearly enjoying their classes. In the majority of lessons there was a reasonable balance between student and teacher talking time.

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### Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from good to just satisfactory, with the majority of the segments observed being satisfactory. Teachers' knowledge of the linguistic systems was sound, though they needed to give more support to learners in the area of vocabulary. The weaker lesson plans showed insufficient awareness of the needs of the learners and activities did not link clearly to learning outcomes.

Classroom techniques were just satisfactory overall but limited in range. Instruction giving was good overall but resources, such as whiteboards, dictionaries and coursebooks, were underexploited to meet the needs and interests of the students. Students' use of the language was checked well in the better classes and students were enjoying their lessons.

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### Teaching and learning summary

The provision meets the section standard. Both the academic management team and the teachers are appropriately qualified; academic managers have lengthy experience in giving support and guidance to the teachers, and providing formalised arrangements to ensure their continuing development. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme.

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## Welfare and student services

### Care of students

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

### Comments

W1 There are good measures in place to ensure the safety and security of students on school premises. Risk assessments, including a critical incident procedure, are up to date, and reviewed regularly. A good proportion of staff have had fire marshal training and regular fire drills are managed efficiently. First aid provision is excellent. Visitors sign in and out and are given lanyards; staff also wear lanyards to indicate their ID and responsibilities, such as first aid. Students are given safety information at induction. Special attention is paid to the attendance of students aged under 18.

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W2 All staff prioritise the well-being of the students, and this is an integral aspect of the school's ethos. Students are told at induction they can speak to any of the staff team, there are posters around the school reinforcing this message, and pastoral care is part of the focus of the four-weekly tutorials. There is a welfare officer with specific responsibility for students aged under 18. The student ambassadors also play a part in identifying any students who might be in need of pastoral support. There is evidence of a developed awareness among staff of the special needs students might have in relation to religious observance.

W4 The school's anti-bullying policy is in the staff handbook. A version written in language accessible to students is introduced at induction, and presented on posters around the school; careful attention has been paid to presenting a positive message of tolerance that reinforces the ethos of the school. The school management is fully engaged with its responsibilities relating to the Prevent strategy: a policy is in place, named staff are responsible for its implementation and training has been provided for all staff.

W7 At induction students are provided with a wide range of up-to-date and practical information in accessible language. Further information is available on attractive, well-maintained noticeboards around the school.

### Accommodation profile

#### Comments on the accommodation seen by the inspectors

The school offers homestay accommodation within 30 minutes' journey time of the school, on foot or a short bus ride. Accommodation is in single rooms, or twin rooms on request for students coming together, or in groups; hosts provide breakfast and evening meal, and lunch at weekends.

In summer students aged 18+ can choose residential accommodation in the centre of Bournemouth. In 2017 the school will have single, ensuite rooms in a newly built residence belonging to the Arts University, with shared kitchens, a communal area and laundry facilities. The school appoints its own residential manager to manage its residential accommodation every summer; students have an induction on arrival and the manager is then available to deal with any issues that may arise. There is 24-hour security.

One inspector visited three homestays, accompanied by the accommodation officer.

#### Accommodation: all types

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

#### Comments

W9 All three homes visited provided a very high standard of accommodation, with all the required services in place. The homes were all spacious, smart and spotlessly clean; student rooms were of a good size, comfortable and well furnished. All three homes have Wi-Fi provision. The hosts were very welcoming and showed good awareness of the importance of providing a safe and comfortable home for their students.

W10 The accommodation officer interviews homestay applicants by telephone initially, and then inspects only those he considers suitable. He uses a detailed checklist, which includes checks on Gas Safe certificates and the completion of fire risk assessments. The accommodation officer has been in post for seven years, has an in-depth knowledge of the local area and experience of being a host; from April to September the school employs an additional accommodation officer who is also one of the school's hosts.

W11 Records sampled showed that all homestays are re-inspected at least every two years using a checklist. The accommodation officer also visits all homestays annually to complete the annual fire risk assessment and check annual Gas Safe certificates, where relevant. This visit is an opportunity for a spot check of the accommodation.

W12 Accommodation records sampled contained up-to-date information about the hosts and their homes, as well as records of annual checks of safety measures. The accommodation officer asks whether there are any students from other schools in the homestay before confirming a booking. The computerised system indicates when re-visits are due.

W14 Feedback is collected from students at the end of the first week and at the end of their course. Feedback, both positive and any negative, is checked and passed on to hosts.

W15 Guidance about providing meals that are varied and healthy is provided in the guide for new homestay

providers. All three hosts visited were aware of the importance of providing healthy meals, and responding to their students' likes and dislikes in relation to food. A wide range of special dietary requests can be catered for on request.

### Accommodation: homestay

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

#### Comments

W16 In addition to the checking carried out by the accommodation officer, the first-week questionnaire asks students how many other students are in their homestay, and what languages they speak.

W17 Hosts sign a very clearly expressed set of terms and conditions provided by the school. All three hosts visited commented favourably on the efficient service provided by the school.

### Accommodation: residential

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

#### Comments

W22 A weekly cleaning service is provided at the summer residential accommodation.

W23 The school's residential manager is trained in first aid.

### Accommodation: other

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

#### Comments

W24 The school has detailed information sheets for students interested in finding their own accommodation.

### Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

W26 A good range of up-to-date and practical information about local events and activities is displayed around the school on television screens and noticeboards; the school's leisure programme is promoted by means of handouts in reception, at induction and on the school's social media pages and website. The student ambassadors encourage new students to participate and students in the focus groups spoke very positively about the social programme.

W27 The social activity co-ordinator draws up a varied weekly programme with a good balance of in- and out-of-school activities, and with a strong focus on the local area; every week there is a 'meet and greet' evening event for new students, and at weekends students can book excursions with a local travel company. On the young adults'

course in the summer there is a full social programme, with excursions on Saturday and Sunday, and a bad weather back-up plan.

W28 Risk assessments are drawn up for every activity and leaders complete an activity report with feedback after each event so the documents can be updated. Practical guidelines on how to respond to situations where students are at risk are in the activity leader's manual and will, following discussion, be added to the specific risk assessments.

W29 The social activity co-ordinator is suitably qualified and very experienced. In the summer he manages a team of up to five activity leaders; he leads their comprehensive induction programme and monitors them throughout the young adults' courses. Due attention is given to the special care needed for students aged under 18.

### Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and information are well met. The provision of accommodation is suitable and managed very efficiently to the benefit of students. The school's leisure programme is varied, and very well managed. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

### Care of under 18s

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

#### Comments

Students aged 16–17 are enrolled on adult courses year round. Closed groups, usually for under 16s, are also offered year round. A young adults course for students aged 16–19 is held in the summer at the Arts University. Of the total 96 students in school at the time of the inspection, ten were 16–17 year-olds on adult courses and 19 were under 18s in a closed group.

C1 There is a comprehensive policy in place covering all the required aspects of safeguarding, including e-safety, safer recruitment procedures and handling allegations, and supported by codes of conduct and sample forms. Named members of staff are identified as being responsible for the implementation of the policy and for responding to any allegations.

C2 The core sections of the policy are made known to all staff in their handbook, and to students at induction; specific sections of the policy relevant to certain roles are given to individual staff, homestay hosts and group leaders accordingly. Provision for safeguarding training is excellent: all staff have undertaken basic online safeguarding training and face-to-face training in school, and management and other named staff have received advanced and specialist training. Staff involved in recruitment have completed safer recruitment training.

C3 There is clear information about the level of care given to under 18s on a separate section of the school's website. However, the parental consent form does not include sufficient information about the level of supervision outside class time for under 18s.

C4 Safer recruitment procedures are documented. There are references on file for all staff and all undergo suitability checks, though some checks on file for longer-serving staff are more than three years old. Evidence of police checks for the two leaders of the closed group were on file. Procedures for collecting and following up references for potential new hosts were set up recently. The main carer in homestays is DBS checked; paperwork to complete suitability checks on all adults in the homestays has been sent out to homestays but the process of applying for the checks is not complete.

C5 The school has a rigorous policy on the attendance of students aged under 18. Students aged 16 and 17 on adult courses are clearly identified in registers and the under 18s welfare officer follows up absences immediately. She holds weekly meetings with 16 and 17 year-olds to check on pastoral issues, and liaises closely with other members of staff if necessary. The social programme identifies the suitability of activities for under 18s, and risk assessments take particular account of their safety.

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C6 Students aged 16 and 17 are broadly treated as adults outside class time. Rules are clear and are discussed at a special meeting with the under 18s welfare officer at induction, and checked at the weekly meeting. Students sign a code of conduct. Curfew times are clear and known to students and hosts. The accommodation officer produces a newsletter for homestay hosts in which he updates them on their safeguarding responsibilities.

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### **Care of under 18s summary**

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The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 in the school, and in the leisure activities provided. The main carer in homestays is DBS checked but the process of checking all other adults is not yet complete.

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