

Organisation name	Capital School of English, Bournemouth
Inspection date	10–11 May 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

<b>Recommendation</b>
We recommend continued accreditation.

<b>Summary statement</b>
<p>The British Council inspected and accredited Capital School of English, Bournemouth in May 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 was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Capital School of English (CSE) was founded in 2003 by the two current directors. It has remained under the same family directorship since then, and the directors have always been very involved in the management of the school.

The inspection took a day and a half and was conducted remotely. Meetings were held with the two directors, the principal, and the director of studies. Focus group meetings were held with the teachers and the students. All but one of the seven teachers teaching at the time of the inspection were observed. One inspector conducted a virtual inspection of two homestays and interviewed the hosts.

## Address of main site/head office

324 Wimborne Road, Winton, Bournemouth BH9 2HH

## Description of sites observed

The building is over 100 years old and was previously a bank and a restaurant. There are three floors and a basement. The basement is a student social room with comfortable seating, TV and a games table. The ground floor contains a reception area, five classrooms, offices and a staff tearoom. On the first floor there are a further three classrooms, offices, and a teachers' preparation area. The top floor has a large open plan, flexible teaching space, two further student relaxation areas and a staff tearoom. Toilets are located on all three floors.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

CSE runs general English and examination preparation courses. In the summer, a young adult course for 16–19 year olds is offered. The school also runs closed group and one-to-one courses, and offers online tuition. Teacher development and work-based project courses are also offered. 95 per-cent of students study on the general English course.

## Management profile

The principal is responsible for the day-to-day running of the school. The two directors are also very much involved in all aspects of the management. The principal was previously the director of studies (DoS) and continues to share the academic management with the current DoS. Before the pandemic there were nine administrative staff and an assistant DoS. The tasks previously carried out by them are now shared between the directors, the principal and the DoS.

## Accommodation profile

The school offers homestay accommodation, with university halls of residence available for 18+ students during the summer.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates very effectively to the benefit of the students in all respects and in clear accordance with the school's stated goals, values and publicity.

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### Premises and resources

The provision meets the section standard. The premises provide students and staff with a very comfortable and professional environment for work and relaxation. A wide range of learning resources is available, appropriate to the age and needs of the students. Effective and thorough guidance on the use of these resources is provided for staff and students where needed.

### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the courses offered. Teachers receive very good guidance to ensure that they support students effectively in their learning. Courses are structured and very effectively managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The needs of students for security, safety and information are met. The accommodation provided is suitable and appropriate systems are managed effectively. Students have access to a variety of social, cultural and sporting activities and events. Systems and procedures ensure that health and safety are always maintained.

### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 at school, and in the leisure activities and accommodation provided. There is a clear and comprehensive safeguarding policy, and staff are well trained to implement it. There are suitable arrangements for student accommodation and communication with parents or guardians.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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## Evidence

### Management

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

### Comments

The goals and values of the school are evident throughout the provision and are well known by all staff. There are defined areas of future development with clear objectives set, and progress is effectively monitored. The school has a clear management structure, and there is very effective communication both within the school and with the wider organisation. Feedback is obtained from students and staff through a number of channels and there is evidence that feedback has been acted upon and informs the reviewing processes. A very detailed self-evaluation document is in place and up to date.

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### Staff management and development

Met

M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
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

Human resources policies, including recruitment procedures, are appropriate and made known to staff through handbooks and contracts of employment. Job descriptions are detailed, dated and reviewed regularly. Induction procedures are effective; appraisals, or professional development plans, are regularly conducted and valued by staff. All staff are offered opportunities for continuous professional development in order to meet individual and organisational needs.

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

#### Comments

Student administration is very well managed, and it is evident from student feedback that they receive good customer care. Enrolment, cancellation and refund procedures are carried out efficiently, and with sensitivity. Records are accurate and complete. There are appropriate policies relating to attendance and punctuality with additional procedures in place for students aged under 18. The conditions under which a student may be asked to leave the course are clear. The complaints procedure is appropriate and made known to students and staff. There is evidence that any concerns are promptly dealt with.

<b>Publicity</b>	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.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met

M29 Claims to accreditation are in line with Scheme requirements.	Met
<b>Comments</b>	
The main medium of publicity is the website, and the school also uses various social media channels.	
Publicity is accurate and gives rise to realistic expectations. Information is presented in clear, accurate and accessible English and information on courses is well presented and easy to find. Costs of tuition, materials, the leisure programme and accommodation are clearly stated. The description of the level of care given to students under 18 is clear. The description of accommodation is accurate and claims to accreditation meet Scheme requirements.	

## Premises and resources

<b>Premises and facilities</b>	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

<b>Comments</b>	
The premises are in a very good state of repair, decoration and cleanliness, with clear signage and attractive and informative display boards. Classrooms are bright and airy, furnished and equipped appropriately. Students have large areas they can relax and socialise in, and there are plenty of cafés and food outlets on the doorstep. Free drinking water is available from dispensers on each floor. Staff have sufficient space for work, meetings, relaxation and the storage of personal possessions.	

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

<b>Comments</b>	
Learning resources include well-chosen student coursebooks, readers and an online workspace. Teachers have an extensive range of well organised books and digital resources. Educational technology is appropriate and well maintained and staff and students receive effective guidance in how to use all physical and digital teaching and learning resources. The review and development of resources is an ongoing process.	

## Teaching and learning

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

#### Comments

Managers and teachers are appropriately qualified, and the rationale for one teacher without a level 6 qualification was accepted within the context of this inspection. The academic management team, comprising the principal and the DoS, have an appropriate professional profile, and the principal was the previous DoS.

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

#### Comments

Teachers are matched appropriately to courses according to preference, experience, and developmental requirements. Timetabling procedures and cover arrangements are effective. Experienced teachers are paired with less experienced teachers. There are established and effective procedures in place to deal with continuous enrolment. Excellent day-to-day support is provided by the academic management team. There is a clear and effective programme of monitoring and development which includes pop-in and formal observations. The written feedback sampled was of a high standard and teachers reported that they valued the observations.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
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

The course structure is based on carefully chosen, up-to-date coursebooks. Teachers have weekly checklists of areas to cover from the syllabus, and the checklists include suggestions for suitable supplementary materials to accompany the coursebook. The structure is regularly reviewed in response to student and teacher feedback. Weekly outlines for students are provided at the start of the week (Tuesday) and reviewed every Monday. Students are encouraged to access self-study exercises and activities, and teachers assist and advise them in this. Teachers include strategies which help students develop their language skills outside the classroom in class and homework tasks.

<b>Learner management</b>	Met
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T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

Procedures for the placement of students or change of class are transparent and efficiently managed. There are effective procedures for evaluating, monitoring and recording students' progress including regular progress tests and tutorials. Students receive certificates and reports. Advice regarding examinations and access to mainstream UK education is provided by the academic management team and an outside advisory service.

#### Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English

#### Comments

Seven teachers were scheduled to teach during the week of the inspection, but the one-to-one, online lesson due to be observed was cancelled at the last minute by the student. The six observations were all face-to-face.

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

#### Comments

T23 Teachers generally demonstrated sound knowledge of the language and for the most part, provided accurate models of spoken and written language.

T24 Teachers provided detailed plans which took account of the syllabus and drew on their knowledge of the students, as described in student profiles. They demonstrated an awareness of individual strengths and weaknesses, and of anticipated problems. The content was appropriate for the level and relevant to the students' interests.

T25 Plans stated lesson objectives but they were sometimes worded as teaching aims rather than learning outcomes; however, weekly checklists given to students include learning objectives. The content was made known to students at the start of the lesson. Aims were achieved through a coherent sequence of activities.

T26 A very good range of appropriate techniques was confidently used, including effective instruction giving, eliciting, prompting and concept checking.

T27 Classroom environments, including seating and pairing, were thoughtfully managed. Resources seen in use included coursebooks, teachers' own materials and overhead projectors. All teachers used the technological resources confidently.

T28 Generally, a satisfactory range of correction techniques was observed. In better segments, self and peer correction was encouraged. Positive feedback was used appropriately to encourage students.

T29 Lessons included activities and tasks to evaluate whether learning had taken place, both by the teacher and by the students themselves.

T30 Overall, teachers created a very positive learning atmosphere. They were relaxed and confident, projecting a clear sense of purpose, encouraging students and personalising content when appropriate. Students were attentive and engaged and clearly enjoying their lessons.

### Classroom observation summary

The teaching ranged from good to satisfactory against the criteria, with the majority being satisfactory. Teachers planned for learning outcomes based on the syllabus and the needs of their students and used a range of appropriate techniques to engage the students in purposeful learning tasks. Resources, including the technology were handled well. Teachers created very positive learning atmospheres. The teaching observed met the requirements of the Scheme.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	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.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

### Comments

Appropriate risk assessments and emergency planning are in place to ensure the security needs of students are met at all times. Students receive pastoral care from appropriately trained staff and student ambassadors offer additional help and guidelines. A 24-hour emergency contact number is provided, and students enter this into their phones. Students are provided with detailed information on life and travel in the UK and have good access to health care provision as required. School managers pop into classes on a regular basis to check and reinforce all the information provided at induction.

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



**Comments**

Students responded positively about the comfort and standard of accommodation arranged by the school. The accommodation viewed was of a good standard and all cleaning and laundry arrangements are satisfactory. Re-inspections occur more frequently than is required, and all relevant safety documentation is in place. Students receive information about their allocated accommodation in good time, and procedures for identifying and solving problems are effective. Information for and communication with homestay providers is of a good standard and students were satisfied with any meals provided.

**Accommodation: homestay only**

W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

**Comments**

All criteria in this area are fully met.

**Accommodation: other**

W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended and booking and payment arrangements are clear.	N/a

**Comments**

Students receive detailed information and advice about choosing to live in private rented accommodation. The school does not recommend any other accommodation.

**Leisure opportunities**

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	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**

The leisure programme offer is wide and varies every single week. Activities cover different aspects of entertainment, culture and sport, with excursions to places of historical and local interest. Leisure programme activities are well-prepared by trained staff and risk-assessed rigorously. Students and staff are asked for feedback to ensure the safety and success of future programmes. One of the directors is directly involved in the organisation of the leisure programme and provides a week-long training programme, including visiting excursion destinations, for all newly-employed activity leaders.

**Safeguarding under 18s**

<b>Safeguarding under 18s</b>	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.	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 has a comprehensive safeguarding policy covering all required areas. All staff and homestay providers complete an online course with regular updates. Parents or guardians receive information about the level of care provided and complete a parental consent form. Safer recruitment procedures are followed closely, and the use of coloured identity cards identifies all under 18s. Staff supervision of students is prioritised at all times. Accommodation is well-organised and monitored on an ongoing basis with curfew times strictly adhered to. Effective measures are in place to enable 24-hour contact between the school, parents and guardians.

#### 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	2006
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	2003
Ownership	Name of company: Capital SE Limited Company number: 04789251

Other accreditation/inspection	N/a
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	Summer term Summer Centre (if needed): Bournemouth University, Talbot Campus.

Student profile	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	42	80
Full-time ELT (15+ hours per week) aged 16–17 years	0	20
Full-time ELT (15+ hours per week) aged under 16	0	0
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 ELT/ESOL students shown above</b>	<b>42</b>	<b>100</b>
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	N/a	Omani, French, Saudi Arabian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–30	15
Adult programmes: typical length of stay	8–12 weeks	6–12 weeks
Adult programmes: predominant nationalities	Panamanian, Saudi Arabian, Omani	Omani, Saudi Arabian, French, Spanish, German, Swiss

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	9–15
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	5	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
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 three years relevant experience	0
Total	2
Comments	

The academic managers were not scheduled to teach during the week of the inspection.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0

TEFLI qualification	7
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	7
Comments	
None.	

**Accommodation profile**

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	39	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	3	0
Overall totals adults/under 18s	42	0
Overall total adults + under 18s	42	