

Organisation name	CELC, Christchurch
Inspection date	12–13 June 2019

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

Recommendation
We recommend continued accreditation with a spot check in summer 2020 to assess the junior summer school which could not be seen at the time of the inspection.

Summary statement
<p>The British Council inspected and accredited the Christian English Language Centre (CELC) in June 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general English for adults (18+) and young people (16+), for closed groups of adults (18+) and young people (16+), and residential vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, student administration, premises and facilities, care of students, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

The Christian English Language Centre (CELC) was founded in 1977 and was first accredited in 2000. The current owner and staff remain committed to the school's founding Christian ethos and there are optional scheduled activities each week for those who wish to explore their Christian beliefs or questions of faith.

Since the last full inspection in 2015, the owner has continued to invest in upgrading the facilities and resources of the school. Some classes take place in nearby additional premises, when required.

The inspection took place with two inspectors over one full day, one half day and one part day. At the time of the inspection year-round adult courses and the 44+ course were running, but there were no closed group classes. The Summer School was also not running at the time of the inspection.

The inspectors interviewed the director/owner, the director of studies (DoS), the accommodation officer, the groups co-ordinator, the admissions officer, the administrator, and the exams officer. Focus groups were held with students and with teachers. One inspector visited three homestays. All teachers timetabled during the inspection were observed. At the end of the inspection the inspectors held a round-up with the school owner/director, the DoS and the administrator.

Address of main site/head office

CELC, Bridge House, 24 Castle Street, Christchurch, Dorset BH23 1DT

Description of sites visited

The school is located next to the River Avon in a detached period building. The building comprises three floors and a garden area. The ground floor includes a reception area, an office shared by the director and DoS, two classrooms, toilets, a kitchen and a student lounge. There are three classrooms on the first floor and on the second floor a staffroom with a kitchen and toilet, and a study/computer room. The grounds include a paved area and a garden with picnic tables. During peak times the school uses rooms in the building next door to the school at the King's hotel.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers year-round courses in general English to individual adults aged 18+ and young people 16+ which comprise a minimum of 15 hours per week in groups of a maximum 12 students per class. An additional five hours of lessons focusing on exam preparation, IELTS or skills practice are also offered. Closed group classes are offered year round to students aged 12–17 years which also follow a 15-hour timetable in groups of 12 students maximum. Students aged 16+ in closed groups are offered the option to join one of the adult general English classes. The school has also introduced a 44+ course for more mature students which includes 15 hours per week of general English (mixed with year-round general English classes) and afternoon activities or excursions. A two- or four-week residential young learners course (13–16 years) is offered in July and August at a separate centre. Classes here have a maximum of 14 students and follow a 15-hour timetable with additional project-based classes in the afternoons or evenings for a minimum of five additional hours per week.

Management profile

The owner/director of the school has overall responsibility for all aspects of the school and is supported by the DoS with whom he shares an office. All administration staff report directly to the director, including the accommodation officer, the administration assistant, the admissions officer, the groups co-ordinator and the administrator. The

summer school director is employed during July and August to run the second centre and is assisted by a summer school DoS. The summer school director also reports to the director.

Accommodation profile

CELC arranges accommodation for its students in homestays and recommends a few local hotels. Most homestays are within Christchurch, with a few in nearby neighbourhoods: for example, Southbourne or Bournemouth. It offers 'standard rooms' (single or twin), and 'executive rooms' with ensuite or private bathrooms. Most students opt for homestay accommodation. At the time of the inspection one long-stay student was staying with her own family and one adult student, after staying in homestay, had recently made his own accommodation arrangements. Three homestays were visited: one accommodating two under 18s; one 'standard'; and one 'executive'. The inspectors stayed in one of the hotels recommended by the school.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefits of the students and in accordance with the school's clearly stated goals and values. Quality assurance procedures are thorough and student administration is efficient. Publicity materials are largely accurate and clearly expressed. *Strategic and quality management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises and grounds provide staff and students with a very comfortable and professional environment for work and relaxation. A good range of learning resources is available, appropriate to the age and needs of students. Guidance on the use of these resources is provided for staff and students where needed. Self-access facilities for adult students are good. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the programmes offered. Teachers receive sufficient guidance to ensure they support students in their learning. Courses are structured and managed to provide benefit to students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs for security, pastoral care, information and leisure opportunities are very well met. Students benefit from well-managed student services and accommodation. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There are very good arrangements for the safeguarding of students under the age of 18 within the school, during leisure activities and in their accommodation. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength

M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	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

M1 There is a clear statement of values based on Christian ethics which is made known in all publicity and the day-to-day running of the school. All staff are aware of and actively promote the values of the school.
M2 The school director has a clear development plan which is both realistic and well considered. It is reviewed and revised regularly and made known to all staff.
M3 The company structure is clear and practical. All staff are able to cover for each other and operate to the benefit of students at all times.
M4 There are clear channels of communication between all stakeholders. Handbooks are informative and accessible and there is regular contact with homestay providers and group leaders.
M7 The director values the annual self-evaluation document as a means to review and improve systems and procedures. However, there was little evidence of action having been taken in response to Teaching and learning in Points to be addressed from the previous report.

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

All criteria in this area are fully met.

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

Comments

M14 Students commented on the accessibility and approachability of all staff during their time at the school and in line with the company ethos, customer service is delivered to a high standard. The administration team work very closely together, which allows for efficient cover when required.

M15 The school provides excellent pre-arrival customer service: the director responds personally to all enquiries with individualised advice on course choices and the groups manager prepares bespoke programmes for group bookings. Information is presented clearly and accurately in handbooks and pre-arrival documentation.
M16 Enrolment procedures are efficient and well managed. The cancellation policy is clear and readily available and operates to the benefit of the students.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	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.	Strength
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main source of publicity is the website but the school also produces a 'Long and short term English courses' brochure and a 'Summer School' brochure.

M22 Overall this criterion is met, but the information on the 44+ course could be misleading as it is not made explicit that classes are mixed with general English programmes.

M23 The website is largely clear, easy to navigate and written in accessible English but the brochures are less successful due to occasional typos. Since the website is the main source of publicity and brochures are being phased out, the criterion is met.

M26 The level of care is described well and provides all essential information on the level of support offered to students under 18.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	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.	Strength

Comments

P1 The premises are very well maintained and in an excellent state of repair. The owners have made good use of the space available to them to create an environment that is both stylish and fit for purpose. All areas of the school are spotlessly clean, well maintained and comfortable. Good use is made of the garden area during busy periods and the toilet facilities are designed to maximise the space available. Careful consideration to design features has been made throughout the building.

P2 Classrooms are bright and comfortably accommodate the maximum number of students per class. All have natural light and the furniture and fittings are fit for purpose and in line with the design features of the whole building. The study centre, although small, has been carefully designed to maximise the use of space available and offers a pleasant learning environment.

P6 Staff benefit from an environment that provides ample space for relaxation, storage of personal possessions and the preparation of teaching materials. The teachers' room is comfortable and well equipped, with a separate toilet and kitchen area. There is also a communal ground floor kitchen for staff and students to use.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P9 All classrooms are fitted with an interactive whiteboard (IWB) and teachers receive full training in their use during the induction process and in regular CPD sessions.
P10 The study centre is well organised and contains a good variety of self-study materials, including DVDs and graded readers. There are good computer facilities for students wishing to do online study and the room is comfortable and bright.

Teaching and learning

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

Comments

All criteria in this area are fully met.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Strength
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

T6 Timetabling of classes is managed well and early morning lessons (08.00 – 09.00) are offered for students wishing to add extra lessons so that they do not interfere with scheduled afternoon leisure activities, which the school see as an integral part of their course.
T10 Overall this criterion is met, but the feedback notes on observations do not focus on developmental issues for teachers and are not linked to the CPD programme.

Course design and implementation	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.	Strength
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T11 Courses are very coursebook dependent and some teachers would benefit from training on how to bring the coursebook to life and ensure students' needs and interests are met at all times.

T12 While course design is reviewed regularly in relation to which coursebooks are used, students are not currently asked about course content other than in feedback questionnaires.

T13 Overall this criterion is met, but weekly plans are not always discussed with students and in some cases are written more as teacher aims than student objectives.

T14 The optional "Devotions" lesson held every morning from 09.00–09.20 provides opportunities for students to prepare and deliver presentations on a range of faith-based topics and is a further example of how the school promotes tolerance and respect.

T16 Group courses have a clear link to leisure activities but more could be done to encourage opportunities to use language outside the classroom on general English courses.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Not 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.	Strength
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T17 Initial testing procedures are thorough and procedures are in place to move students if they are initially misplaced. Students commented that they liked the mixture of ages in the general English classes on the whole and there is a good mix of nationalities in classes.

T18 Other than coursebook tests, there is little evidence of progress testing procedures and a lack of formal systems to measure and record students' progress.

T20 Exam preparation classes and advice are offered by the exams officer who is a trained assessor in externally validated general English examinations.

Classroom observation record

Number of teachers seen	4
Number of observations	6
Parts of programme(s) observed	Six observations were arranged in order to ensure all course types were observed.

Comments

The number of teachers was reduced from five to four after the timetable had been agreed.

Teaching: classroom observation	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.	Strength
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 produced accurate models of language. There was evidence of knowledge of phonological and linguistic systems, such as use of phonemes and word stress marking, in some lessons, but this was lacking in others.

T24 Lesson content was largely appropriate but the topic was often determined by the coursebook and it was not always clear how it related to the students' interests indicated in the class profiles. There was little evidence of differentiation of content or activities suggested in the coursebook.

T25 While the week's aims were posted on the classroom noticeboards, more could have been done within the lesson to make the learning objectives and their achievement better known to students.

T26 Examples of effective classroom techniques included nomination, monitoring, concept checking questions, and prompts to encourage student interaction and participation. In some segments there was a lack of illustrating and checking the meaning of vocabulary.

T27 In all lessons, teachers managed the classroom environment well and effective use was made of the IWBs to illustrate and practise language. Classroom technology was used confidently and there were some effective handouts.

T28 Teachers monitored well and gave praise and encouragement. However, little feedback was given on the students' language production, especially pronunciation. Inaccurate language was accepted from students in some lessons.

T29 Most activities were task based, demonstrating the students' ability to use the language being taught.

T30 There was a positive and purposeful atmosphere in all lessons and teachers clearly know their students well. There was good rapport between teachers and students but in a small minority of segments teacher talking time was excessive.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory with the majority being judged to be satisfactory. Most teachers showed sound knowledge and awareness of the use of English, students were mostly engaged and there was good and appropriate use of technology in the classroom. A good range of teaching techniques was seen; however, more attention needs to be paid to ensuring coursebook content matches the needs and interests of the students and error correction needs to be more systematic and thorough. Lesson objectives should also be made explicit to students in every lesson.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
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.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W2 There is a comprehensive and well-considered set of plans, appropriate to the context, with thorough procedures for ensuring that staff respond appropriately to any emergency.

W3 Pastoral care is provided to a very high standard for all students, as appropriate to their age and circumstances and in accordance with the school's stated values. Students reported that they felt very well cared for.

W4 Policies to promote tolerance and respect are related to the school context and values and conveyed in a way appropriate to the age of the students. In particular, the discussion with students about the promotion of extremist views is handled very well.

W7 Students receive information and advice in a timely manner as appropriate to their age, often via a number of channels to ensure that the information is received and understood. The attractively presented student handbook is available before arrival and a hard copy is given to students 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.	Strength
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.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W12 Confirmation of accommodation includes all the required information and is attractively presented with photographs and a welcome message from the host(s).

W14 Information provided to hosts is comprehensive and clear. It is regularly reviewed and sent out annually with the new contract which host are required to sign.

W15 Feedback from students in the focus group, and in written questionnaires, confirmed that the meals provided in the homestays are of a high standard. Special dietary requirements are catered for.

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

Comments

All criteria in this area are fully met.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met

W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	
All criteria in this area are fully met.	

Leisure opportunities	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
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.	Strength

Comments	
<p>W23 The service provided to students to help them make the most of their time in the UK is outstanding. A personal interest is taken in every student, their needs and interests.</p> <p>W24 The content of the leisure programme is tailored to the range of students' ages and interests; for example, a specific programme is designed for the 44+ group. The high level of participation in the optional elements of the programmes is proof of their success.</p> <p>W25 The programmes are well resourced, planned and run by the DoS. The school has its own minibus and all excursions include expert guiding of the places visited.</p> <p>W27 Most events and excursions are supervised by the DoS, with the assistance of experienced and well-briefed staff. The DoS has extensive knowledge of the area; he also has sports training and qualifications.</p>	

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
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.	Strength
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	
<p>'At the time of the inspection, three out of the 32 students were aged under 18; all three were aged 17 and attending the adult general English course. During the year when the school has groups of junior students the proportion is higher, and from mid-June to mid-August the proportion of students aged 16 and 17 on general English courses rises to approximately 50 per cent.</p> <p>S1 The set of safeguarding policies is comprehensive and regularly and formally reviewed; a great deal of thought has been given to making it a usable set of documents, appropriate for the context.</p> <p>S2 Training and guidance in safeguarding is delivered well. The two managers are trained to specialist level and regularly attend briefing meetings with the local authority. The updated policy is made known to staff in an annual training day. A shortened version of the safeguarding policy has been designed as a practical day-to-day reminder for staff.</p>	

S4 Recruitment procedures are clear, appropriate and rigorously applied; for example, temporary teachers are not deployed in any capacity until evidence of their suitability check is on file.

S6 There are good arrangements for the supervision and safety of students outside the scheduled programme, based on risk assessments. The arrangements are made clear to parents and students, with students signing to say that they understand and agree to the rules. Under 18s on adult courses have excursions as a compulsory component of their course.

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	2000
Last full inspection	2015
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	1977
Ownership	Name of company: CELC Ltd. Company number: 7382355
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	Moorlands College, Sopley, Christchurch, Dorset BH23 7AT July and August for Summer Centre

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	29	30
Full-time ELT (15+ hours per week) aged 16–17 years	3	50
Full-time ELT (15+ hours per week) aged under 16	0	55

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
Overall total ELT/ESOL students shown above	32	135
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	16	16
Junior programmes: predominant nationalities	Dutch, Swiss, Chinese	Swiss, Chinese, Spanish
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–50	16–30
Adult programmes: typical length of stay	2 months	3 weeks
Adult programmes: predominant nationalities	Swiss, Brazilian, Spanish	Swiss, Omani, Spanish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	12
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	1	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	8	
Total number of support staff	8	

Academic manager qualifications profile

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

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	2
Holding specialist qualifications only (specify)	N/a
Qualified teacher status only (QTS)	N/a
Teachers without appropriate ELT/TESOL qualification	N/a
Total	4
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	26	3
Private home	N/a	N/a
Home tuition	N/a	N/a

Residential	0	0
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	2	0
Staying in privately rented rooms/flats	1	N/a
Overall totals adults/under 18s	29	3
Overall total adults + under 18s	32	