

Organisation name	EC Bristol
Inspection date	1–2 November 2022

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. However, evidence must be submitted within three months to demonstrate that weaknesses in W1, W26 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited EC Bristol in November 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 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+).</p> <p>Strengths were noted in the areas of staff management, academic management and teaching.</p> <p>The inspection report noted a need for improvement in the area of leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

EC Bristol is part of the EC group of schools, which has language schools in the UK and overseas. Its first school opened in Malta in 1991, where it has its operational headquarters. EC Bristol opened in 2010. This inspection was part of an inspection of all five UK EC schools and of the UK head office in London.

The school is based in central Bristol and offers courses for students aged 16 and over. Most students book from overseas through agents or education tour operators.

The inspection was carried out by two inspectors and lasted two days. The inspectors had meetings with the centre director (CD), the director of studies (DoS) and the student services coordinator (SSC). Separate focus group meetings were held with the teachers and students. All the teachers timetabled during the week of the inspection were observed. One inspector carried out remote visits to two homestays and one visit to a residence.

Address of main site/head office

63 Queen Square, Bristol BS1 4JZ

Description of sites visited

The school is located in a building on the corner of a square in central Bristol. The school occupies the first and second floors and another business occupies the top floor. On the ground floor there is a common entrance lobby with shared stairs. On the first floor there are the reception area, a student lounge, one classroom, a staffroom, a kitchen, and offices. On the second floor there are six classrooms, a computer room, a small office/classroom space and a prayer room. There are common toilets off the main staircase and one toilet on school premises for the use of under 18s, with facilities for the disabled. All floors are served by a lift.

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 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 majority of courses run are general English courses, and students attend a minimum 15 hours of lessons a week, with three mornings of core lessons, and two mornings of skills lessons. Intensive students attend an extra seven and a half hours of special focus classes, held in the early afternoon, where they can choose from a range of topics – for example, Grammar for real communication or Speaking with confidence. An additional course, English for Work combines the 15 hours a week of general English classes with extra lessons specifically focusing on the skills needed for the workplace.

Management profile

The CD, who has been in post since 2016, is assisted by the DoS, in post since 2018, and the SSC in the day-to-day running of the school.

Accommodation profile

The school offers residential accommodation in a residence run by an external provider, and in homestays, a small proportion of which are provided and managed by the school and the majority by an agency registered with the British Council. Under 18s are accommodated in homestays with half board or have private arrangements. The residence is a 15-minute walk from the school and is self-catering. Accommodation is arranged in flats of four ensuite rooms, a living area and kitchen, and communal facilities including a laundry, gym, study and games room.

Residential accommodation is for adult students only. Homestays are within 45-minutes travel time from the school.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Staff are managed very effectively, and the overall management of the provision operates to the benefit of the students and in accordance with the provider's stated goals and values, and their publicity. *Staff management* is an area of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources for staff and students is provided, but not always sufficient.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has qualifications relevant to the context, with very appropriate skills and experience. Teachers receive good 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 met the requirements of the Scheme. *Academic management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard. Overall, the school provides its students with appropriate pastoral care, but some fire controls associated with the premises have not been adequately implemented. The school offers a wide range of comfortable, friendly and conveniently located accommodation, which is well managed. The leisure programme is designed to meet the needs of the students but is not sufficiently resourced or risk assessed. There is a need for improvement in *Leisure opportunities*.

Safeguarding under 18s

The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any activities or accommodation provided.

Declaration of legal and regulatory compliance

The items sampled were satisfactory

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.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Not met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Not 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 well-established mission statement which is visible throughout the school and made known to students and staff. In addition, the organisation has developed a new set of values through a process that included considerable input from all parties

M3 There are insufficient staff to manage some aspects of the provision effectively. Assistant or cover roles have not been formalised.

M4 Both formal and informal channels of communication are very effective. Senior management meetings take place regularly and communication between head office and the school is good. Frequent meetings take place in the school.

M5 Students are asked to complete online surveys at the beginning and end of their course. However, the return rate is very poor and there is a lack of evidence to show what actions have been taken in response to feedback.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
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

M8 HR policies and practices are implemented and made known to staff very effectively through staff handbooks and an HR information system which is accessible to management and staff. The HR systems that are in place contribute towards staff feeling valued and supported.

M11 Training and information for new staff is well planned, thorough and ensures that they are as fully briefed as possible before starting work. Training is ongoing and staff reported that induction processes are very supportive.

M12 Appraisal procedures are integral to the culture of the organisation. Procedures are robust and systematised, ensuring that all members of staff are given an opportunity to recognise their strengths and identify areas for professional growth.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	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 Staff receive specific training to understand what the school's expectations are for customer service. In addition, students reported in the focus group that levels of customer service were excellent.

M15 There is good information available on the MyEC platform and in the student handbook ensuring that students are well briefed about courses and their stay before arriving in Bristol. Students then receive excellent ongoing advice during tutorials or from the CM.

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.	Strength
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

Comments

Publicity consists of two websites, one for agents and tour operators, the other for students wishing to book directly. In addition there is a brochure which is translated into eight languages. The websites and brochures present the EC group as a whole, and also have school-specific sections. The school has a presence on social media channels, which are occasionally updated with photographs from school events.

M22 This criterion is met overall. However, some of the leisure opportunities advertised on the website at the time of inspection were not running. This was addressed during the inspection and is no longer a point to be addressed.

M23 All information is well written, in highly accessible error-free plain English.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

All the criteria in the above area are met.

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.	Strength
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.	Not 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.	Not met

P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
<p>P7 Learning resources are very well organised and there is a good range and number of core and supplementary materials in hard copy and electronic format. The needs of students are well met by the resources available.</p> <p>P9 The school has recently replaced the interactive whiteboards with interactive TVs. However, the installation of these has not yet been completed to an effective level and the various functions are not always reliably available. Technical support is insufficient.</p> <p>P11 Students have access to the online learning platform, MyEC, but feedback from students and staff suggests that this is rarely used for independent learning and that guidance on its use is not integrated into courses.</p>	

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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
Comments	
<p>T1 One teacher did not have a level of education normally represented by a Level 6 qualification. The rationale provided for this teacher, who is currently studying for a Level 6 qualification, was accepted within the context of this inspection.</p> <p>T2 The initial ELT training courses completed by two teachers were not externally validated by a recognised body and so do not meet Scheme requirements. The rationales for both teachers were accepted within the context of this inspection.</p> <p>T3 There is a broad range of skills and experience in the teaching team, which the academic manager has a very good awareness of. The skills in the team meet the needs of the learners very well.</p>	

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
Comments	
<p>T6 The complex double-banked timetabling is managed very effectively by the DoS to suit the needs both of the students and the teachers. Feedback from teachers was very positive.</p> <p>T9 Teachers are supported on a day-to-day basis by the DoS and a very experienced member of the teaching team who have a range of skills and expertise between them. A buddy system is well-managed to support newer teachers or teachers assigned to a new course. Teachers reported very favourably on the support they receive.</p> <p>T10 Observations are central to the teachers' professional growth at the school. Records of feedback are detailed, and teachers reported that the process was very useful and developmental.</p>	

Course design and implementation	Met
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T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	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 There is a clear set of principles behind the course design, and, consequently courses have a clear rationale. The syllabus is coherent and comprehensive, linked to external learning outcomes and provides sufficient detail for teachers. In addition, teachers receive clear guidance on the course rationale in writing and through induction.
T14 The school has identified language areas where students would benefit from additional support and has developed free-of-charge sessions to address these needs. These sessions offer students excellent opportunities to develop their language further in addition to their regular classes.

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.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T17 Placement testing is carried out highly effectively through online tests carried out in advance and oral interviews which are led by experienced team members with excellent knowledge and understanding of class levels.
T18 Progress testing, which takes place on MyEC, is not effective because students' engagement with the platform is inconsistent.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	General English, including IELTS and special focus classes

Comments

None.

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

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.	Strength
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers demonstrated a sound knowledge of linguistic systems. They provided clear explanations and clear examples of language.

T24 Detailed student profiles demonstrated a very good understanding of students' needs and interests. Lesson plans were written to accommodate these very well. The topics chosen were of interest and there were clear links with previous lessons.

T25 Lessons were carefully planned around relevant learning outcomes. There was a coherent set of activities, and the link between these and the aims was clear. Learning outcomes were introduced at the beginning of the lesson and frequently referred to during the lesson.

T26 Overall, a range of techniques including mime, prompting, elicitation and effective questioning was used effectively.

T27 Overall, the classroom environment was managed effectively, and teachers chose and used the resources, including the new interactive TVs, competently.

T28 In general, feedback was useful and targeted, and resulted from some very effective monitoring. Feedback and correction were appropriately varied, and praise was used effectively. There were some missed opportunities for the correction of pronunciation.

T29 Lesson activities were focused on building towards the aims and learning outcomes. As a result of this, the evaluation of learning was integral to lessons and activities. Most classes included a reflection at the end of the lesson which included reference to learning outcomes.

T30 Students were very motivated, and teachers promoted a very positive learning atmosphere. Students interacted in well-managed and varied groupings, and teachers used nomination and personalisation to encourage all students to become actively engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being good. Knowledge of the linguistic systems of English was sound. The lesson content was relevant to the needs and cultural backgrounds of the learners. Students were made aware of the relevant outcomes. Techniques were varied and appropriate and the classroom environment was managed effectively. Feedback was generally appropriate, and learning was evaluated very effectively. Teachers created a very positive learning atmosphere and students were highly engaged and motivated.

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.	Not 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.	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	
W1 Fire drills do not take place regularly.	
W3 Students receive a very good level of pastoral care, and it is clear on notices who they can approach with problems. Students commented on the caring attitude and approachability of staff. Under 18s receive additional attention.	
W4 There are very comprehensive policies and procedures to promote tolerance and respect and there is an emphasis on mutual respect throughout the school. Information is clearly presented on posters and in the student guide and disciplinary procedures are implemented for infringements of the code of conduct.	
W7 Very good, clearly presented advice on all relevant aspects of life in the UK and in Bristol is available in the student guide and also from staff. Essential information is displayed on noticeboards.	

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.	Strength
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.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments	
W11 Thorough checks are carried out by the school or the accommodation agency. Visits are carried out at least every two years by highly experienced and well-trained staff. Detailed records of visits are kept on file with comprehensive information about hosts and their homes.	
W12 The confirmation of the booking gives very full information about the accommodation with the addition of a household and local area description for homestay accommodation.	
W13 The school and the agencies are in regular contact and if problems arise, solutions are quickly found, which was confirmed by students' comments.	

<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.	Not 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	
W17 During the inspection, it was discovered that two students with the same language were accommodated together and the school was unaware of this arrangement.	

<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.	N/a

Comments	
The relevant criterion in this area is fully met.	

Leisure opportunities	Need for improvement
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.	Not met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
W25 While activities are planned by the programme coordinator, the plan for the implementation of each activity is not drawn up or clearly communicated with activity leaders or staff on call.	
W26 Some activity risk assessments do not sufficiently address the context of specific activities and therefore do not effectively identify or mitigate risks.	

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
Comments	

The school accepts 16 and 17 year olds onto adult courses. There were six students aged under 18 in the school at the time of the inspection. At peak, in the summer, the number of under 18s is approximately 20. Most under 18s stay in homestay accommodation, while a minority live in independent accommodation with a family member or friend.

S1 There is a group safeguarding policy, which covers the required items, but the school's designated lead and officer are not named in the policy. The policy states that this information is available on the website and in the school. Although this information is available in the school, it is not on the website. During the inspection this was rectified and is no longer a point to be addressed.

S4 Two references are required, but references for staff do not include a comment about suitability to work with under 18s.

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	2012
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	EC English schools in Brighton, Cambridge, London and Manchester
Other related non-accredited schools/centres/affiliates	Schools in the US, Canada, Malta, Ireland and South Africa. EC Virtual.

Private sector

Date of foundation	November 2010
Ownership	Name of company: EC English Bristol Ltd Company number: 07145012
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile

Student profile	At inspection	In peak week (2022): July (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	106	144
Full-time ELT (15+ hours per week) aged 16–17 years	6	21
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	112	165
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–40	16–40
Adult programmes: typical length of stay	12 weeks	9 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Kuwaiti	Saudi Arabian, Kuwaiti

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	10	15
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT under 20 hours a week	4	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	3	

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	0
Total	1

Comments

The academic manager was 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	5
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	2
Total	10

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	42	4
Private home	0	0
Home tuition	0	0
Residential	16	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	2	1
Staying in privately rented rooms/flats	46	1
Overall totals adults/under 18s	106	6
Overall total adults + under 18s	112	