

Organisation name	EF Bournemouth
Inspection date	12–16 August 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.

Summary statement

The British Council inspected and accredited EF Bournemouth in August 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).

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

Strengths were noted in the areas of strategic and quality management, staff management, student administration, learning resources, academic management, course design, learner management, care of students, leisure opportunities, and safeguarding under 18s.

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

Introduction

EF Education First is a well-established international company founded in 1965 with headquarters in Switzerland. It has schools in 41 cities worldwide teaching seven languages in 16 countries. In the UK there are nine accredited schools, including this one. A significant development for the organisation over the past year has been the role undertaken by the UK central management team in harmonising systems and procedures and in sharing best practice among the UK schools. EF Bournemouth enjoys a certain degree of autonomy but there are close contacts with the regional UK manager, and they are then jointly responsible to managers at the head office of EF International.

A notable feature of the operation of EF schools is the use made of the fully integrated curriculum comprising coursebooks, guidebooks, tablet apps, and computer lab sessions (iLabs), which are synchronised with the EF textbook units and coursebook topics.

The inspection lasted for four and a half days. Meetings were held with the school director, the director of studies (DoS), the assistant director of studies (ADoS), the EF UK and Ireland director of visa and accreditation compliance, the senior operations manager (Bournemouth and Bristol) who was also the acting accommodation manager, the customer support manager, the customer support coordinator, the facilities manager, three residence managers, the junior groups and internships program coordinator, the junior centre manager, the junior centre accommodation manager, the activities manager and activity leaders. Focus group meetings were held with teachers (main school and junior centre), students (main school and junior centre) and group leaders (junior centre). One inspector visited three student residences and three homestays. All 30 teachers teaching during the inspection were observed.

Address of main site/head office

11 Poole Road, Bournemouth BH2 5QR

Description of sites visited

The main school is located in an older-style property near the centre of Bournemouth and is owned by EF. The building has been extended over the years to provide additional rooms. There is easy access to transportation and local amenities. The school has three floors comprising a reception area and adjacent cafeteria on the ground floor, seventeen classrooms, a quiet study room, a large computer room (iLab), a large lecture room (which can be converted into two classrooms), a student lounge, a staffroom, staff kitchen and staff patio area, offices, a medical/prayer room, and a very large patio and garden area, some of which is covered by marquees. At periods of high demand, the lecture room is divided into two classrooms and lectures and other plenary meetings are held in the conference hall of a hotel, a five-minute walk from the school. There is a large amount of garden furniture where students can relax or eat their lunch. The academic offices are located on the ground floor while the administrative and student services offices are located on the first floor. There are female and male toilet facilities on all floors.

The junior centre has used a private preparatory school during July and August for the past three years. (Bournemouth Collegiate School, 40 St Osmunds Road, Poole BH14 9JY.) It is located in a residential area of Parkstone about ten minutes' drive from the main school. It is a nineteenth century building with a large modern extension that provides a number of classrooms and social areas around an internal courtyard. The school has the use of 13 of the classrooms for teaching and a further two for activities. It has a reception/office area, an academic office, a teachers' room and uses the cafeteria at lunchtime. In addition to the classrooms available for activities, the school has the use of the gym, sports fields and a tennis court.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

Comments

The school offers general English courses year-round of either 17.33 hours (26 lessons of 40 minutes) or 21.33 hours (32 lessons of 40 minutes) per week for adults and young people aged 16+. A programme of 13.33 hours (20 lessons of 40 minutes) per week is available in the summer only. Courses are a mix of general English lessons, special interest lessons (SPINs), computer laboratory sessions and a weekly lecture.

Summer English courses for juniors aged 12–16 years are also available from June to August; these include 20 or 26 sessions of 40 minutes.

The school also arranges internships, which combine language teaching with work experience.

Management profile

The school is managed by the school director. The DoS oversees the English programmes with support from the ADoS and two senior teachers, one of whom is the junior centre DoS this summer. The customer support manager is responsible for staff delivering customer support, visa compliance, welfare, and student administration. A senior operations manager is currently the acting homestay manager. The facilities manager is responsible for staff maintaining the premises and also supervises the IT co-ordinator. The junior centre is run by the junior centre manager, the junior centre DoS, a customer support co-ordinator and two interns. The activities manager oversees the activity leaders at both centres.

The school is part of the UK and Ireland division of EF. Head office operations managers and senior staff with areas of specific responsibility across the schools, for example academic management and homestay, oversee the local management and, in conjunction with the worldwide EF head office in Switzerland, set out the strategic development of the school and its services.

Accommodation profile

The school offers homestay accommodation in twin rooms, with single rooms available for a supplement. There are approximately 200 hosts on the homestay register. The school also offers a self-catering residence for students aged 16+, with accommodation arranged in apartments of seven to eight ensuite single rooms and a shared kitchen. Two junior residences are currently in use. Both provide twin, triple or quad rooms, breakfast and evening meal. Lunch is provided at the junior centre. There are relaxation areas and gardens at both junior residences.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Excellent documentation and procedures are in place to communicate the school's values. Communication within the school and across the wider organisation is good; human resources procedures are very well managed and staff feel supported. Student administration is carried out very effectively. There were some problems with publicity but these were partially remedied during the inspection. *Strategic and quality management, Staff 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 provide students and staff with a very comfortable and professional environment for work and relaxation. Teaching and learning resources are carefully structured and effectively support both teachers and students. Staff benefit from an appropriate professional environment. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic management team has a professional profile that meets the needs of the students. There are effective systems for timetabling, monitoring and recording student progress. Teachers are well supported. Courses and materials are carefully designed and learner management is efficiently handled. Courses are structured and managed to provide benefit to students. The teaching observed met the requirements of the Scheme. *Academic management, Course design and Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school offers a safe and secure environment for students and staff. Students' needs for pastoral care and information are well met. Accommodation systems are efficient. Homestay accommodation is of a basic standard. The self-catering residence is of a high standard. One junior residence is of a reasonable standard, while the other is in need of refurbishment. An excellent

range of well-organised activities is offered to both adults and juniors. *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. Comprehensive safeguarding policies and procedures are in place. Training of staff in safeguarding issues is thorough. Suitability checks are rigorously carried out and are meticulously recorded. Appropriate procedures for ensuring the safety and security of under 18s during and outside the scheduled programme are in place. *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.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 There is a mission statement which, together with a number of equally clear and direct statements of intent in various areas, all prominently displayed, gives a very good picture of the organisation's goals and values. Staff were aware of their existence and contents.

M2 A rigorous and effective planning system starts with a worldwide conference and eventually culminates in detailed local roadmaps with associated performance indicators.

M4 There is an impressive network of meetings at local, national and international levels, both face-to-face and using various electronic media.

M5 A rigorous feedback system involves students completing initial and end-of-course evaluations, and brief mid-course evaluations every four weeks for long-stay students. Students attend a first-week meeting to discuss any issues of concern and can give feedback at student council meetings; longer-stay students also provide feedback at tutorials. Any negative comments are logged and follow-up action is noted. Data from evaluations is analysed and used by central management to compare performance across schools.

M6 Year-round staff provide feedback at staff meetings, at appraisals and through a suggestion box. Seasonal staff provide feedback at weekly meetings and all staff have a face-to-face exit interview. Comments and action taken are recorded and contribute to the internal review process.

M7 There is a comprehensive quality review cycle which includes internal audits, cross-company comparison, analysis and meetings at both organisation and school level.

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.	Strength

Comments

M8 The staff handbook, produced centrally, describes employment rights in great detail. Staff stated that they felt well supported.

M11 All staff receive a comprehensive induction based on guidelines and checklists. New staff complete a range of online training packages as part of the induction process. Staff stated that the induction system was thorough.

M12 Permanent staff have a review at the end of three months and then an annual appraisal towards the end of each year. Short-term staff have an exit interview at the end of their employment. The review process and procedures for handling unsatisfactory performance are clearly documented.

M13 There is an impressive range of training opportunities, both internal and external, for academic staff and administrators. There are workshops for teachers every two weeks at the main school and every week at the young learner centre, sometimes led by teachers. Financial support is available for teachers to upgrade their qualifications. Recent training for administrators has covered a wide range of areas and staff are occasionally sent to other EF schools to observe how their specialisms are delivered in them

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.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M14 Reception and office staff are quick to provide students with the support and information they need. Regular customer service training is provided. Students spoke positively about the helpfulness and rapid problem-solving of staff both at the main school and at the junior centre.

M15 Almost all students enrol through EF sales offices in their own countries. In many cases this involves a face-to-face meeting in the student's first language where advice on both centre and course choice is provided. Further course information and advice is provided by the relevant staff in the school at tutorials or on request.

M19 There are robust systems for recording attendance and for dealing with poor punctuality. The former uses an app linked to the school database. There is a series of escalating measures for responding to poor attendance.

M21 The student handbook describes the complaints procedure in clear and accessible English. The information is reiterated at inductions. Any complaints and the action taken are logged on the student page of the database. Evidence was seen of follow-up action.

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.	Not 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.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met

M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	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

The main medium of publicity is the brochure, which is produced centrally. This is used by overseas sales offices, and is sent out in response to enquiries. The brochure contains information relevant to all EF schools in the UK; one page is devoted specifically to the Bournemouth school. More limited information is also available online through the EF UK website, which has a link to the web page for the Bournemouth school.

M22 The publicity provides a generally realistic impression of the school. However, occasional statements are misleading. The brochure states that UK schools are 'campuses'; this is not the case in Bournemouth. It also states that 'we always limit General Language class sizes to an average of 15 students (max 17)' reworded in the next version of the brochure to 'we always limit General Language class sizes to 12 to 15 students (max 17)'. The inaccurate statement that there is state of the art technology in all classrooms has been removed from the next version of the brochure. This is no longer a point to be addressed.

M24 Most of the information required is provided, but in some cases this is not easily accessible or is insufficiently visible because it is only given on the enrolment information page, which is in very small print. This includes, for example, the minimum age on adult courses and the age range on junior courses. The number of taught hours for each course type is stated; however, project sessions are sometimes taught and sometimes supervised sessions in the computer laboratories (iLabs) and therefore effectively constitute guided self-study. The publicity does not make clear which SPIN classes are taught and which are available only online.

M25 Costs of accommodation supplements are not sufficiently clearly set out and the cost of coursebooks for each six-week period of study is unclear and confusing and set out in very small print on the enrolment page.

M27 International homeshares, used in busy periods, are not mentioned in publicity (see W16).

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.	Strength
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.	Strength
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

P2 The classrooms provide a suitable study environment but the soundproofing between rooms in the main school is not always adequate.

P3 There is a student lounge and extensive external areas, some under cover and if necessary heated.

P4 There is a cafeteria in the main school providing a good range of high-quality food at affordable prices. The food provided for the juniors at the centre was less satisfactory.

P5 The signage at the main school is very good and there is excellent signage and branding at the junior centre.

Learning resources	Area of strength
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.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met

P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 The company-produced materials (EFEKTA) are used on general English courses. These include printed coursebooks, supplementary materials and extensive online resources. Course-specific materials are produced for the language-based SPIN classes. Commercially produced and in-house materials are available for other SPINs and examination preparation courses. Company-produced textbooks and supplementary materials are also used.

P8 There is a wide range of printed and online resources available for teachers to supplement the core materials, including listening activities, presentations, workshop cards, videos, communication activities, dictionaries and games.

P10 Standard and intensive courses include supervised self-access study using the extensive iLab materials which form part of the core EF materials. The iLab facilities and materials are available for self-study outside timetabled hours. Further online resources are also available to students during the course and afterwards for a limited period.

P11 Students are introduced to the iLab facilities during their first class. Support on how best to use the facility and the materials is available from the academic team and during supervised iLab sessions.

P12 The review and development of EF teaching and learning resources is primarily the responsibility of the central academic management team working with academic staff in the schools. Materials are revised regularly, following piloting in selected schools. Feedback is regularly sought from teachers and there is a resources budget for commercially produced materials.

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.	Not 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

T1 An unacceptably high proportion of the academic staff do not have a Level 6 qualification. Rationales were provided for nine of the 30 teachers without such a qualification. All of these were individually accepted within the context of the inspection.

T4 The academic management team consists of the DoS and ADoS assisted by two senior teachers, one of whom acts as DoS for the junior centre summer programme. This teacher is TEFLI; a rationale was provided for her as she was working independently at some distance from the main school, albeit well supported by the DoS and ADoS. The rationale was accepted within the context of the inspection.

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.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T6 The complex timetable involves a double-banking arrangement as well as a range of SPIN classes and iLab sessions. Timetabling is managed very efficiently by the DoS and ADoS.

T7 There is a schedule noting the availability of cover teachers. The DoS and the ADoS are listed first together with two or more available teachers for each teaching slot every day.

T8 EF materials are designed to provide stand-alone lessons to facilitate integration. New students in need of support are guided to the online study materials. Project work is reviewed on Mondays before the new week's studies begin on Tuesday mornings when new students join classes.

T9 Teachers receive support from the academic managers, at weekly meetings, and through observations and peer observations. Senior teachers provide guidance and support as required. Mentors are assigned to new teachers in the summer. Teachers in the focus group stated they were well supported.

T10 The arrangements for observations are more than satisfactory. New teachers are observed within their first two weeks at the school, thereafter up to three times per year. Written feedback with specific recommendations for development is provided. Observation feedback was detailed and constructive. Action plans are put in place for teachers requiring additional support. There are also drop-in observations and peer observations are facilitated.

Course design and implementation**Area of strength**

T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.

Strength

T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.

Strength

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.

Strength

T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.

Strength

Comments

T11 The EFEKTA system is based on current language learning theory and research. The principles and course structures are clearly described online and through induction and training. They utilise blended and task-based learning with an emphasis on communication. The materials are used by all EF schools. A new element has recently been added to the learning platform; EF Class includes a much higher degree of blended learning and involves students using individual laptops for digitally-mediated interaction in the classroom.

T12 The head office academic research and development team analyses feedback on courses and materials from teachers and students. Teachers are actively encouraged to provide feedback. Core EFEKTA materials are reviewed centrally on a regular cycle, new materials are trialled in selected schools, and additional materials developed in response to needs. New computer-based materials are currently being introduced and further syllabus innovations are at a developmental stage.

T15 Study and learning strategies to support independent learning are a core feature of the EFEKTA learning system. Suggestions for further learning are given at tutorials and through the two EF Mentor apps in pronunciation and vocabulary. Students have access to online learning resources after their departure.

T16 The new EF Immersion Challenge, based on an app that students download to their phones, enables them to interact with the local community. The 'Culture' section of the guidebooks, which form part of the EFEKTA materials, contains activities to encourage interaction with the wider community outside the classroom. Teachers accompany students on occasional educational visits.

Learner management**Area of strength**

T17 There are effective procedures for the correct placement of students, appropriate to their level and age.

Strength

T18 There are effective procedures for evaluating, monitoring and recording students' progress.

Strength

T19 Students are provided with learning support and enabled to change courses or classes where necessary.

Strength

T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.

Met

T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.

Strength

T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met
Comments	
T17 Placement procedures are robust and effective. Students complete a needs analysis and do a listening and reading test before departure. On arrival there is an oral test and students indicate which SPINs they are interested in. The test arrangements are rigorous and lead to relatively few moves.	
T18 Student progress is monitored through weekly teacher assessment, informal weekly reviews and six-weekly progress tests. There are also monthly tutorials with action plans, recorded on MyEF for student reference.	
T19 Staff are clearly aware of the conditions that call for learning support and are in a position to provide it. Students with health conditions were being well supported during the week of the inspection.	
T21 Reports are detailed and professionally presented. Academic year students and their sponsors can request interim reports during the course. Students can also take a level test at the end of their course.	

Classroom observation record

Number of teachers seen	30
Number of observations	31
Parts of programme(s) observed	All
Comments	

One teacher who had been observed supervising an iLab session asked to be observed while teaching in a more traditional manner.

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.	Strength
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 were mostly knowledgeable about linguistic systems and provided accurate models of, for example, pronunciation, though there was little modelling and practice of pronunciation of connected speech. Less experienced teachers were sometimes not good at answering students' questions about language.

T24 Content was closely linked to the book and was mostly appropriate. In the better segments, the book topic was supplemented with imaginative extra materials; in some others, off-book activities and content were unambitious and students were not engaged.

T25 Schemes of work were displayed in most classrooms and aims were listed on the whiteboard. Plans were detailed with clear stages and a focus in most cases on the production of real language in context. However, at times there was no clear link between stages.

T26 Generally there was a good range of techniques. These included good elicitation, nomination and a range of pair and group activities. Instructions were clear and good use was made of concept checking questions to make sure students understood the task. In some cases teachers had a more limited range of techniques and this led to repetitive and boring lessons. Some teachers were over-dominant, talked too much and did not know how to let students get on with tasks, and there was over-use of pointless time limits in some cases.

T27 Good use was made of in-class technology and of traditional whiteboards for noting aims and new vocabulary items, often using colour and clear zones. Students were often moved around between activities and care was taken in forming groups and pairs.

T28 Teachers listened closely to students' language and intervened effectively. A wide range of correction techniques was seen; self, peer, and, by the teacher, immediate and delayed.

T29 Evaluation was mostly done through exercises but there was some referring back to previous learning in order to recycle it.

T30 Teachers were enthusiastic and supportive; they created a genuinely collaborative atmosphere. Groups were remixed regularly helping to create well-integrated classes. Plans showed awareness of individuals and students were complimentary about teachers in their focus groups. In some, less creative, classrooms a limited number of students were uninvolved and potentially disruptive. Some teachers were overenthusiastic, praising rather ordinary student performance excessively.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from good to satisfactory, with the majority being satisfactory. Teachers generally showed sound knowledge of the language though less experienced teachers were not always good at answering student questions. Teachers provided for the most part appropriate models though there was little modelling and practice of pronunciation. Lesson planning took account of course aims and learner needs at both group and individual level, and teachers implemented their plans reasonably effectively, making good use of resources and a variety of teaching techniques. Most of them were attentive to individual students, promoted natural interaction, and gave clear and encouraging feedback. As a result, nearly all the students were fully engaged; in some cases, however, too much talk from the teacher and uninvolved activities led to disengagement.

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.	Strength
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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 Excellent systems and procedures are in place to ensure the safety and security of students on school premises. A full range of internal and external risk assessments has been carried out and these are regularly updated. All staff have received fire awareness training and there are trained fire marshals at both centres. Fire drills are carried out regularly and are logged. Appropriately trained EF residential staff are available at the three residences at all times.

W2 A very thorough EF crisis plan has been developed and is in use at all EF schools. It provides a clearly structured plan for dealing with crises of various kinds, both on and off the premises. Regular trials take place, most recently in May 2019, to ensure that systems operate effectively.

W3 Pastoral and welfare provision, overseen by the customer support manager and her team, is of a high standard at both centres. A notable feature of the welfare provision is the mentor system, exclusive to the Bournemouth school; students at the main school are assigned to one of eight mentors on arrival. Customer support staff, activity staff and group leaders provide excellent pastoral care at the junior centre.

W4 A wide range of policies and procedures is in place to promote tolerance and respect and to deal with abusive behaviour. Students are informed of behaviour rules at induction and through appropriately worded posters. All staff have training in the Prevent strategy.

W6 Travel arrangements are confirmed to students before departure, and are also available on the MyEF platform. Airport transfers are well organised and responsive to events. Full information is provided for students travelling independently.

W7 Information provided to students is up to date and comprehensive. It is available through MyEF and displays in the school, in the company-wide student handbook, and on attractively designed noticeboards.

W8 There is very good provision for health care for students. Appointments are made through hosts' GPs or by the school with a local surgery. Students are accompanied to hospital, GP appointments or a pharmacy close to the

school as necessary. All students are required to take out medical insurance, either through the school or independently.

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.	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

W9 Hosts visited were friendly and welcoming. The quality of the accommodation varied, but overall was only of a basic standard. In one homestay the dining table had been moved into the garden; there was no table in the house where students could eat meals. Since the last inspection the maximum travelling time between hosts and the school has been increased to 60 minutes.

The self-catering residence is of a high standard and provides a very comfortable living environment. One of the junior residences is of a reasonable standard, the other just met Scheme criteria; public areas were poorly decorated and sparsely furnished. Rooms were adequate.

W11 All required safety procedures are in place at the homestays and in the residences. Residential accommodation is regularly checked by onsite staff. Homestays are re-inspected annually by homestay visitors, which exceeds Scheme criterion.

W15 Meals provided onsite for junior residential students are varied and well balanced at one residence, but at the second residence were of a lower quality; there were complaints from students and group leaders. Feedback on homestay hosts showed that most students were happy with the food provided.

<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

W16 At busy periods, adults may be booked into homes with more than four students, called international homeshares. There are currently five hosts in this category. Students are always informed in advance of this arrangement, although the possibility is not mentioned in the publicity.

<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 applicable criterion in this section is fully met.

Leisure opportunities	Area of strength
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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.	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.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

Comments

W24 An excellent range of sports, cultural and fun activities is offered to both adult and junior students, with suitable alternatives planned in case of bad weather. There are occasional surprise events, for example an inflatable slide in front of the school or free ice creams.

W25 The programme is very well organised by the activities manager and his enthusiastic and committed team of leaders. Information about activities for adult students is available from the activity desk, noticeboards and on MyEF. Juniors are divided into activity groups at each morning or afternoon mandatory session. Leaders receive detailed packs to ensure that activities and excursions are efficiently managed. A strong feature of excursions, introduced this year, is that walking tours are led by local professional guides.

W26 Comprehensive risk assessments are drawn up for all activities. They are printed and signed off for each activity and are kept under review. Supervision ratios are high, and all staff accompanying off-site activities are first aid trained. Guidelines on emergency procedures during excursions are clearly set out and included in the leaders' packs.

W27 The full-time activities manager is suitably experienced. All activity leaders have a rigorous induction including an introduction to venues and shadowing experienced colleagues.

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.	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

At the time of the inspection 161 students aged 16 and 17 years were following the adult courses at the main school and 215 students aged 12 to 17 years were at the junior centre, making a total of 376 students. At peak in July a total of 700 students under 18 were at the school.

S1 There is a clear and comprehensive company-wide safeguarding policy, which includes all the required information and is regularly reviewed. Named members of staff are identified as responsible for the implementation of the policy and for dealing with any allegations.

S2 All staff receive the safeguarding policy and hosts are informed of the main points through the homestay handbook. Thorough training procedures are in place. Thirteen staff have specialist safeguarding training, 15 have advanced safeguarding training and all staff receive basic online safeguarding training. Senior staff provide annual training updates on safeguarding issues.

S4 Suitability checks are rigorously carried out. All staff and all adults in homestays are DBS checked. Records are meticulously kept and dates for renewals of checks are highlighted. Risk assessments are carried out in the case of

delayed checks; there was evidence during the inspection of regular and consistent monitoring of one member of staff with a delayed check. Copies of police checks on overseas group leaders are on file.

S7 Suitable arrangements for accommodation are in place. However, in some cases students under 18 have to travel for up to one hour between the school and accommodation.

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	March 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	Other accredited schools: Brighton, Bristol, Cambridge, Cambridge Executive, Eastbourne, London, Oxford and Manchester
Other related non-accredited schools/centres/affiliates	Worldwide network of vacation centres, international boarding schools and international business schools.

Private sector

Date of foundation	1977 (EF established 1965)
Ownership	Name of company: EF Language Schools Ltd Company number:01043158
Other accreditation/inspection	ISI

Premises profile

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

Student profile

	At inspection	In peak week: 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	291	290
Full-time ELT (15+ hours per week) aged 16–17 years	184	303
Full-time ELT (15+ hours per week) aged under 16	168	269

Part-time ELT aged 18 years and over	9	7
Part-time ELT aged 16–17 years	4	15
Part-time ELT aged under 16 years	21	113
Overall total ELT/ESOL students shown above	677	997
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Belgian, Czech, Ecuadorian, Turkish	Mexican, Belgian, Turkish, Argentinian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–57	16–64
Adult programmes: typical length of stay	8 weeks	7 weeks
Adult programmes: predominant nationalities	Italian, Saudi, Spanish, Czech	Saudi, Spanish, Italian, Turkish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	30	38
Number teaching ELT 20 hours and over a week	30	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	61	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	3
Comments	
Academic managers are available for cover teaching but do not otherwise teach.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	27
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	30
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	223	206
Private home	0	0
Home tuition	0	0

Residential	63	171
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	14	0
Overall totals adults/under 18s	300	377
Overall total adults + under 18s	677	