

Organisation name	EF Bristol
Inspection date	13–14 April 2022

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

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

<b>Summary statement</b>
<p>The British Council inspected and accredited EF Bristol in April 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>Overall, the inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the area of Publicity was noted.</p>

## Introduction

EF Bristol is part of the EF Education First group, which was established in 1965 and has its headquarters in Switzerland. In the UK, there are schools in Bournemouth, Brighton, Bristol, Eastbourne, London, Manchester, Oxford, and Cambridge. Two of the schools – in Bournemouth and Eastbourne – offer both adult and junior courses. All of these centres are accredited. A central management team monitors and provides support to the UK schools with centralised policies and systems which are applied across the UK centres.

The school offers open enrolment courses in general English and examination preparation to adults (18+) and young people (16+) in school premises and online.

The inspection took the equivalent of one day and a half day, over two days. Due to the global pandemic, the inspection was conducted remotely.

The two inspectors held meetings with the school director (SD), the director of studies (DoS), the student services manager – customer support (SSMC), the student services manager – accommodation (SSMA), and the activities coordinator (AD). The current school director is leaving at the end of the month and her replacement was also present at relevant meetings despite this being his first day in the role. A focus group meeting was held with the teachers, and another with a group of students. All teachers timetabled during the inspection were observed.

Inspectors viewed a recorded video tour of the premises and facilities and a live virtual tour of the school premises was also conducted. One of the inspectors spoke to one homestay host, who gave her a video tour of the home, and she was given a live video tour of the residence currently used by the school.

## Address of main site/head office

Custom House, Queen Square, Bristol BS1 4JQ

## Description of sites observed

The school has sole use of an historic building overlooking a large square in the centre of Bristol. The main doors from street level open to the reception area on the ground floor. This is flanked by the student services/accommodation office to the left which in turn leads to a further office, and a lecture room to the right which can be subdivided into two smaller rooms. Beyond this a staffroom and academic office are located adjacent to the staff/disabled toilet. A large central lobby leads to two further classrooms. Stairs lead to the basement which houses a classroom, an activities room where activity staff are based and students can also relax, a student lounge, a cafeteria, and separate male and female toilets. The basement affords access to a patio area with seating and a ping pong table. The central stairway also leads to the first floor which houses seven classrooms, one of which has been converted from an iLab during the pandemic, the school director's office and separate male and female toilets. The second floor comprises three classrooms and a study room which is also used as a quiet/multi-faith room.

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 school offers year-round general English courses for adults and young people (16 and 17 year olds) as well as examination preparation courses. At the time of the inspection the school was delivering courses in general English and IELTS preparation.

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All courses include general English lessons in the classroom, project sessions which can either take place in the classroom or as a self-study component, and lectures which are in addition to the general English component and can be either face-to-face or online. A variable number of special interest lessons (SPINs) are also included in most courses and examination preparation courses take place in these sessions. SPINs are also either face-to-face or online.

At the time of the inspection the school was delivering in-person general English courses and online examination preparation SPIN classes.

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### Management profile

The school is managed by the school director who has worked for the organisation for a number of years and has overall responsibility for all aspects of the school. She will step down at the end of the month and her replacement, recruited from outside the organisation, has commenced a two-week period of shadowing her. The SD is supported by four main staff: the DoS who is responsible for all academic matters; two student services managers who have responsibility for welfare and customer support, and accommodation; and an activities coordinator who manages the leisure programme.

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### Accommodation profile

Homestay accommodation in twin rooms is included in the cost of the course. Residential or homestay accommodation in single rooms is offered at an additional cost.

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### Summary of inspection findings

#### Management

The provision meets the section standard. There is a clear statement of goals and values which is well communicated. There are effective communication systems within the school and thorough procedures in place for gathering student feedback. Customer service is handled well and administration systems are appropriate. Publicity is generally well presented but there are several areas that require attention. There is a need for improvement in *Publicity*.

#### Premises and resources

The provision meets the section standard. The school building affords a comfortable environment for both staff and students and the premises are well maintained. Classrooms are of adequate size, signage is clear, and there are good facilities available for relaxation and the consumption of food. The range of teaching and learning resources is appropriate to the needs of staff and students.

#### Teaching and learning

The provision meets the section standard. The academic team are suitably qualified and have a range of experience. Day-to-day guidance and support for teachers is good and although there is a clear rationale for the teaching philosophy of the school, insufficient guidance is available for teachers on elements of course design. There are effective systems in place to monitor and support students' learning. The teaching observed met the requirements of the Scheme

#### Welfare and student services

The provision meets the section standard. The provision meets the needs of students for security, pastoral care, information, and leisure activities. Students benefit from generally well-managed student services, including out-of-class activities and suitable accommodation.

#### 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 leisure activities and accommodation.

#### Declaration of legal and regulatory compliance

Sampling of documentation revealed an issue in relation to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

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### Evidence

#### Management

Strategic and quality management	Met
Report expires 31 March 2027	

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

#### Comments

There is a very clear statement describing the goals and values, which is expressed across a range of documents and in publicity material. The core values inform policies and procedures and have clearly influenced decision making at the school. An annual 'road map' which focuses on short-term plans for the development of the school in consultation with head office is prepared, but longer-term objectives need to also be considered. The structure for the school is clearly documented and features in induction presentations and handbooks. Reporting lines are clearly expressed in the organogram. Effective communication takes place both within the school and with HO and the wider organisation. All meetings are minuted, whether online or face-to-face. There are regular worldwide and UK conferences and training events. These, and all-schools' social and sporting events offer opportunities for informal channels of communication between managers and staff across the organisation. Student feedback is collected electronically at several stages of the student journey and actions are recorded. Staff are asked to complete an anonymous questionnaire annually and can also give feedback during weekly meetings. The school reviews policies and procedures on an annual basis, although not all points to be addressed from the previous inspection have been satisfactorily dealt with.

<b>Staff management and development</b>	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

#### Comments

Staff handbooks contain a full range of HR policies and all sampled documents were in place. Generic job descriptions are in place for all staff but provide insufficient details of specific responsibilities for each post holder, especially for those with safeguarding duties. There is an effective safer recruitment policy with evidence that it is followed: all staff files are complete. Induction procedures are robust and teachers in the focus meeting commented on how thoroughly they had been inducted into the school. Appraisals are carried out for all staff and include clear objective setting. Continuing professional development (CPD) is a priority for all staff and a varied programme of activities is offered.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met

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

#### Comments

Staff undertake annual customer service training and the EF customer service promise is included in student handbooks. Students commented positively on the helpfulness and friendliness of the staff at the school. Information and advice on courses is mostly provided by global EF sales staff but walk-in clients receive good information on courses from the school. Pre-arrival advice is appropriate and there are clear guidelines and systems for enrolment of students, the cancellation of courses, and refund requests. Records of payment and course details are complete, up to date, and easily accessed. Students are made aware of the attendance policy at induction and via the student handbook, absences are effectively recorded, and follow-up systems are in place. Conditions under which a student may be asked to leave the school are made clear in the student code of conduct and in the students' handbook. There is a clear complaints policy and a record of follow-up action taken in response to complaints received.

Publicity	Need for improvement
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	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.	Not 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.	Not met

#### Comments

The main medium of publicity for the school is the centrally produced global brochure which is used by overseas sales teams. The brochure contains a two-page digest of information on EF Bristol including captioned photographs of the premises and the city, as well as the range of courses offered, accommodation, facilities, and package prices. Similar information is also provided on the EF UK website which has a link to EF Bristol. The school also manages its own social media platforms to provide up-to-date information on school activities.

Information is generally clear and accurate and gives rise to realistic expectations with the exception of occasional minor inaccuracies. The language used is largely clear and accessible, and translations are available in a wide range of languages. While most information on courses is provided, in many cases this is not easily accessible or is insufficiently visible as it is only given on the enrolment page which is in very small print. The number of SPIN classes promoted does not reflect the reality of what is available at the school. Information on public holidays is confusing and it is not made explicit which elements of the courses are taught and which are online. The maximum class size is not reported on the individual school pages of the brochure or website but is covered under a section called "Small class sizes" where it is stated as being a maximum of 17 students. However, elements of the course exceed this number, particularly with online lessons. Most fees for tuition are provided but prices quoted on the website for general and intensive English courses are incorrect. The "Additional features" on the EF Bristol page

suggest that costs for the leisure activities are included in the cost of the course. Examination fees are not given and the costs of course materials is not easy to find. A description of the level of care given to under 18s is provided in the brochure and on the website. Consent forms, which are designed centrally, are written in very dense, legalese language and although translations may be available, parents sign the English version. Relevant items are covered, but parents are required to sign a waiver of responsibility under a very complex set of conditions as stated in the form. The information on accommodation offered is generally accurate. Descriptions of staff qualifications are acceptable. An incorrect accreditation marque is used on a number of publicity materials.

## Premises and resources

<b>Premises and facilities</b>	<b>Met</b>
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

The school building is in a good state of repair and decoration and affords a comfortable and professional environment for both staff and students on the whole. Classrooms are mostly suitable in terms of size and layout, although smaller rooms would be cramped with the maximum number of students. The three glass-partitioned classrooms on the first floor are currently being used as overspill for the teachers' room and an additional space for students, as they are not soundproofed or ventilated. One classroom on the first floor can only be accessed via another classroom which can be disruptive. Classrooms are well furnished with either tables and chairs or tablet chairs, according to size. The student lounges and patio area provide ample space for students and staff to relax between lessons, and the large public square directly opposite the school is an additional space for relaxation. The cafeteria offers a selection of reasonably priced and freshly prepared food and drink throughout the day, and students have access to free hot and cold water from two dispensers on the premises. The school is also within easy reach of a number of food outlets in the local area. Signage is good throughout the building and all exits are clearly signposted. Space for teachers is adequate for the current number of teachers and additional space is made available to them should they require it. The teachers also have access to a staff kitchen with a fridge, microwave, dishwasher, and facilities for making hot drinks.

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

### Comments

Core EF materials, including printed coursebooks used on general English courses, are made available to students. Students on examination courses receive a coursebook of the teacher's choice. Additionally, there are extensive online materials for students to use including 'campus learning' digital resources. Materials for teachers include PowerPoints, project suggestions and additional in-house created materials for SPIN classes. Teachers in the focus group commented on the wide range of supplementary material available to them, and resources are well organised and in good supply in the teachers' room. Technology including projectors is available and widely used in all classrooms and a number of tablets are also available for staff and students. Day-to-day IT support is currently the province of the SD, but serious issues are dealt with by the organisation's IT department in India. Teachers commented that it sometimes takes a long time for them to action problems encountered at the school. A study room with a small selection of books and graded readers is available on the second floor but the digital campus is the main tool for independent learning offered by the school. Guidance is provided at induction and in tutorials, and the DoS is available should students require additional help. Materials are reviewed during teachers' meetings and visits from the publications manager based in Zurich provide the opportunity for staff to comment on resources available to them. One member of EF Bristol has been involved in the trial of the new fifth edition of the EF coursebook.

## Teaching and learning

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

### Comments

All members of the current teaching team have Level 6 and appropriate ELT qualifications. The teaching team has a range of experience and the DoS and senior teacher are also suitably qualified and experienced.

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Not met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

### Comments

The DoS has a good knowledge of the teaching team's experience and teachers are suitably matched to courses. Procedures are in place for the effective timetabling of face-to-face classes but during the inspection a class was observed where there were insufficient chairs for the number of students in attendance. This was further exacerbated by students from the adjacent classroom, which can only be accessed via this classroom, interrupting the lesson numerous times. Cover arrangements are suitable. Although there is a lack of information and guidance for teachers on how to deal with continuous enrolment in the teacher handbook, general day-to-day support for teachers is good, as was confirmed in the teacher focus group. There is an observation policy in place and it is clear that regular observations are conducted which include feedback on areas for development, constructive objectives setting and links to the CPD programme.

<b>Course design and implementation</b>	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.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not 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.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

#### Comments

The EF Method, used by all EF English language schools, is based on current language learning theory and research. The system is clearly described in documents including the teacher manual and both online and face-to-face training opportunities. Materials include coursebooks, PowerPoints, teachers' books, and online applications, which cover the six Common European Framework of Reference (CEFR) levels (A1 to C2). Each level consists of six units, with one unit forming the basis for one week's work. Course design is reviewed by the academic research and development team in Switzerland, informed by visits to and feedback from the schools, and drawing on information given in a needs analysis questionnaire completed by students pre arrival. Teachers' books suggest lesson guidelines and course outlines for general English courses are provided in the coursebook. Weekly schemes of work are prepared by teachers for planning purposes; however these are not shared with students. Study and learning strategies are a core feature of the EF Method and students also have access to online learning resources after their departure. However, although students are introduced to the online learning platform during their induction, there was little evidence of students regularly accessing the platform. The EF 'Immersion Challenge' allows teachers to create interactive team activities for students outside the classroom. Weekly lectures delivered by teachers or guest speakers also provide opportunities for students to develop their knowledge of local culture and the further acquisition of language.

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

#### Comments

All students complete an online placement test prior to arrival, followed by a speaking test on their first day at the school. Teachers assess students' performance and participation in class every week and monthly tutorials set learning targets. Progress tests are administered every five to six weeks and all students complete an end-of-course proficiency test. Procedures for changing level are made clear to students and managed effectively by the DoS, as is advice on entering mainstream education. Students can also access the EF university counselling and placement services at an additional cost. Examination courses run throughout the year and advice and guidance is available from the academic team. All students receive an end-of-course report and certificate.

#### Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	General English and SPIN classes including examination preparation

#### Comments

Each teacher was observed once by one of the inspectors. One class was an online one-to-one lesson.



<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

### Comments

T23 Teachers generally produced accurate and natural models of written form and provided clear explanations of grammar and vocabulary on the whole. However, little attention was paid to pronunciation, especially word stress other than drills.

T24 Lessons were generally well planned but it was not always clear how profiles that were provided informed the choice of lesson or activities in response to students' needs or interests. However, lessons were planned to cater to the range of levels within the group and anticipated problems and solutions were covered.

T25 In most lessons the objectives were made very clear to students at the start of the lesson through a variety of means and lessons followed a logical and coherent sequence of activities. Plans referred to previous learning and how the lessons fit into the overall scheme of work.

T26 A range of appropriate teaching techniques was observed including nomination, elicitation and drilling, and while there were some good examples of concept and instruction checking, in weaker segments instructions tended to be rather longwinded and included excessive teacher talk.

T27 Technology was used competently on the whole, with good use of breakout rooms, chat and reactions in the online lesson. Whiteboards were well organised, and students were grouped and regrouped effectively. Better segments included student movement and teachers had adapted or created material to appeal to the students interests.

T28 Plans included feedback and correction stages and on-the-spot correction was evident in all lessons. However, there were occasional missed opportunities for feedback on incorrect pronunciation, in particular. Appropriate praise was offered in most lessons.

T29 Lesson plans were well staged and included activities to check that learning was taking place.

T30 Teachers created a positive learning atmosphere on the whole. Students were generally motivated and engaged. In most lessons the pace of the lesson was good and delivered with energy and enthusiasm, although in weaker segments there were instances of excessive teacher talk and some lessons lacked pace. Overall, teachers were encouraging, and it was clear learning was taking place in the majority of lessons.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria, with the majority being satisfactory. Teachers demonstrated good knowledge and awareness of the language, and detailed lessons plans were provided. Lessons were logically staged with clear outcomes that were made known to students. Resources were used imaginatively, instructions were generally clear, and feedback was mostly effective. There was a positive learning atmosphere and students were fully engaged in most lessons although some weaker lessons lacked pace.

### Welfare and student services

<b>Care of students</b>	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met

W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

#### Comments

Procedures are generally in place to ensure the safety and security of students. The premises are regularly risk assessed, and there are appropriate measures in place to provide a safe and secure environment for staff and students. Efficient procedures are in place to ensure fire safety and regular drills take place. The centrally produced emergency plan covers the major steps necessary between the school and HO and at HO level. However, specific risks and plans for the locality and school have not been covered and staff and students were not aware of procedures or relevant elements of the plan. Students receive excellent pastoral care. Policies to promote tolerance and respect and procedures for dealing with abusive behaviour are presented in handbooks and on posters. Students receive a 24-hour emergency contact number. Most students use the transfer service offered by EF on arrival, but if not, they are given information about onward travel during their booking process. This includes approximate prices of travel to Bristol but insufficient guidance on transport routes or links to operators' website. During inductions and in handbooks students are given helpful advice on relevant aspects of life in the UK. The school conducts annual health risk assessments to provide appropriate health provision. Students are given appropriate information and helped with access to health care provision.

<b>Accommodation</b> (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.	Not met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### Comments

Centrally produced minimum standards guidance clearly sets out the requirements for accommodation. Homestay providers are given handbooks where requirements are clearly stated. Cleaning arrangements in the residence are more than satisfactory. However, the arrangements are not made clear in the homestay guide and in the homestay visited, under 18s were expected to clean their own bedrooms. The school uses homestay visitors to recruit and conduct re-visits. Records of one re-visit were incomplete and the gas certificate in a homestay hosting three students had expired. Students receive all relevant information about their accommodation and there are effective procedures in place to resolve any problems. Agreements and contracts with accommodation providers make rules, terms and conditions and provision of meals clear.

<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

Agreements with homestay providers and the homestay handbook ensure that all the criteria in the above area are met.

#### Accommodation: other

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

#### Comments

Students receive very useful advice and information if they live in privately rented accommodation.

#### Leisure opportunities

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

Students are given appropriate information and access to local events and activities. This is effectively done via the school's social media page and through information, leaflets and posters available in the activities' office, and the activities coordinator (AC) assists students with their plans and bookings. The full, monthly leisure programme is carefully planned by the AC with input from staff and students and features activities included in the cost of the course and other activities and excursions that students pay extra for. The full time AC is very experienced and conducts thorough risk assessments before every event.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

## Comments

The school accepts 16 and 17 year olds onto the adult courses. There were five students under the age of 18 at the time of the inspection. Year round there are not many under 18s enrolled. More are enrolled in the summer.

Local information regarding the designated safeguarding officers is included in the centrally produced safeguarding policy. School and location-specific risks have been assessed, although these are not referenced in the policy. The school has five designated officers trained to specialist level and all staff are trained to basic level. Homestay hosts are encouraged to take basic level training. Parental/guardian consent is obtained, and effective recruitment procedures are in place. There are arrangements for the supervision of students during scheduled lessons and activities, which include procedures regarding lateness and assessment of specific risks regarding under 18s on leisure activities. Curfew times are monitored by homestay hosts and specific parental consent is required for overnight stays. Under 18s are required to stay in homestay accommodation that has been checked for suitability. If alternative accommodation is arranged, the school checks the suitability. There are suitable arrangements in place to ensure contact with the parents, legal guardians or nominated representatives.

## 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 Sampling identified the following issue: students and their parents/guardians are required to opt out of an agreement regarding the use of photographs in publicity; the school should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

## Organisation profile

Inspection history	Dates/details
First inspection	2011
Last full inspection	July 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	Other accredited schools in the UK: Bournemouth, Brighton, Cambridge, Eastbourne, London, Manchester and Oxford.
Other related non-accredited schools/centres/affiliates	Global network of language centres, international boarding schools and international business schools

## Private sector

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

<b>Student profile</b>	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	61	280
Full-time ELT (15+ hours per week) aged 16–17 years	5	120
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
<b>Overall total</b> ELT/ESOL students shown above	66	400
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	16–56	16–63
Adult programmes: typical length of stay	12 weeks	4 weeks
Adult programmes: predominant nationalities	Swiss, Italian, French	Spanish, French, Italian

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	22
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	6	
Number of academic managers for eligible ELT courses	2	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	0	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	

The DoS was not scheduled to teach during the inspection period. The senior teacher was teaching 5.33 hours per week.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	6

**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	52	5
Private home	0	0
Home tuition	0	0
Residential	5	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	4	0
Overall totals adults/under 18s	61	5
Overall total adults + under 18s	66	