

Organisation name	EF Bristol
Inspection date	11–14 July 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in accommodation and care of under 18s have been addressed.

Summary statement

The British Council inspected and accredited EF Bristol in July 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of 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 teaching school offers courses in general English for adults (16+) and vacation courses for adults (16+) and under 18s.

The inspection report noted a need for improvement in the areas of accommodation and care of under 18s.

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, learning resources, academic management, course design, learner management, care of students and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	2011
Last full inspection	July 2013
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	Accredited schools in 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 Limited Company number: 01043158
Other accreditation/inspection	ISI

Premises profile

Address of main site	Custom House, Queen Square, Bristol BS1 4JQ
Details of any additional sites in use at the time of the inspection	<p>Armada House Telephone Avenue, Bristol, BS1 4BQ Two rooms used for lectures and first-day procedures.</p> <p>Bristol Cathedral Choir School College Square, Bristol BS1 5TS Junior lunches and activities in wet weather.</p>
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>The school occupies a historic building on a large square in the centre of Bristol. On the ground floor are the reception desk, three classrooms, a lecture room, offices and a classroom. In summer one of the classrooms is used as an additional staffroom and the lecture room is subdivided into a classroom and a relaxation area, mostly used by group leaders. There are also six computers in the central lobby for students' private use. On the first floor there are six classrooms and an iLab with 34 workstations. On the second floor there are three classrooms, a self-study room and an office. In the basement there are two classrooms, a relaxation lounge for students aged 25+, a cafeteria and an activities room where activity staff are based and students can also relax. There is a courtyard at the rear of the building with seating and a small front courtyard with seating and a designated smoking area. In the summer juniors eat packed lunches in a large hall at the nearby Bristol Cathedral Choir School. The school holds lectures at Armada House, a commercial building close to the school. There is a conference hall with banqueting seating and an additional room for first-day procedures.</p>

Student profile	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	243	263
Full-time ELT (15+ hours per week) aged 16–17 years	143	135
Full-time ELT (15+ hours per week) aged under 16	45	48
Part-time ELT aged 18 years and over	1	5
Part-time ELT aged 16-17 years	9	9
Part-time ELT aged under 16 years	70	70
Overall total ELT/ESOL students shown above	511	530
Junior programmes: advertised minimum age	12	12
Junior programmes: actual minimum age	12	12
Junior programmes: advertised maximum age	16	16
Junior programmes: actual maximum age	17	17
Junior programmes: predominant nationalities	Taiwanese, Saudi Arabian, Turkish	Taiwanese, Saudi Arabian, Turkish
Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	16	16
Adult programmes: typical age range	16–51	16–51
Adult programmes: typical length of stay	7–8 weeks	7–8 weeks
Adult programmes: predominant nationalities	Spanish, Italian, Taiwanese, Saudi Arabian	Spanish, Italian, Taiwanese, Saudi Arabian
Number on PBS Tier 4 General student visas	1	1
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	246	240

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	21	21
Number teaching ELT 20 hours and over a week	19	
Number teaching ELT 10–19 hours a week	1	
Number teaching ELT under 10 hours a week	1	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	17	
Total number of support staff	12	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	2

Comments.

The director of studies (DoS) and the assistant director of studies (ADoS) are both TEFLQ. In summer the ADoS is responsible for the academic management of the junior courses. He has relevant experience in teaching and managing junior courses.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	16
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	1
Total	21

Comments

These figures include two senior teachers who were teaching at the time of the inspection.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers three general English courses for adults (16+). These are: the basic course of 13 hours and 20 minutes (20 lessons of 40 minutes) per week, which is offered in summer only; the general course of 17 hours and 20 minutes (26 lessons of 40 minutes) per week; and the intensive course of 21 hours and 20 minutes (32 lessons of 40 minutes) per week. Long-stay students can enrol for six, nine or 11 months on general or intensive academic year abroad (AY) courses, which combine language learning with academic projects. An intensive course of at least eight weeks can also be combined with an internship.

All courses include general English lessons in the classroom, sessions in the computer rooms (iLab lessons) and a weekly lecture. For all courses other than the basic course, a variable number of special interest lessons (SPINs) are included. Examination preparation courses are taught as SPINs.

There are two summer junior courses for students aged 12 to 16 years: EF junior offering 13 hours and 20 minutes (20 lessons of 40 minutes) per week together with a full programme of activities; and EF junior intensive offering 17 hours and 20 minutes (26 lessons of 40 minutes) a week and a full programme of activities. SPINs on the junior intensive courses are project based.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	152	166
Private home	21	0
Home tuition	0	0
Residential	62	98
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	2
Staying in privately rented rooms/flats	10	0
Overall totals adults/under 18s	245	266
Overall total adults + under 18s	511	

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 eight EF adult schools and an executive centre; junior courses are also offered in five UK centres. A central management team monitors and provides support to the UK schools and centres, all of which are accredited, and centralised policies and systems are applied across the schools.

The school, which is located on a large square in the centre of Bristol, runs general English courses for adults (16+) and junior courses from June to August for students of 12 to 16 years. Until 2015 the junior courses were run in separate premises close to the school. Since 2016 they have been held in the school building.

Lessons are held Monday to Friday, with students alternating between morning and afternoon lessons according to the timetable. In the summer some lessons are also held on Saturdays.

Adult courses are based on EFEKTA, a blended system of learning developed by the group which comprises coursebooks, guide books, tablet applications, and computer-based materials synchronised with coursebook units. Junior courses are based on Fast Track, which comprises coursebooks, a study guide and tablet applications.

The inspection took place over three and a half days. Meetings were held with the school director, the DoS, the ADoS, the accreditation and compliance director for the group, the customer support and residence manager, the IT and facilities co-ordinator, the accommodation manager, the activities co-ordinator, activity leaders and group leaders. Focus group meetings were held with teachers, adult students and junior students. A total of 20 lesson observations were conducted. One inspector visited two homestays, a private home, and the summer junior and adult residence.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure within the school and the wider organisation is clearly documented and well understood. The school director is the line manager for all department heads. The DoS is assisted by the ADoS and two senior teachers, who provide academic support for teachers. During the summer the ADoS oversees the academic management of the junior courses. There is good provision for the continuity of management and administration. Students are informed of the management structure of the school through the handbook and the induction presentation.

M3 All staff have job descriptions and cover responsibilities are clearly indicated. Job descriptions include a statement that tasks may vary. This may be desirable in allowing for flexibility in staff deployment, but the absence of additional checklists listing specific individual responsibilities may pose difficulties in relation to performance monitoring and appraisal. The job description for the ADoS did not include information about his role as the academic manager of the junior programme. A supplementary job description for this aspect of his responsibilities was produced during the inspection.

M4 Communication within the school, with head office and with other EF schools is efficient and regular. School staff meetings for administrative staff are held every two weeks. Teachers' meetings take place weekly. School review meetings are scheduled to take place twice a year, although the most recent meeting was in October 2016. Central operation team managers visit the school frequently and department managers attend meetings with staff from other schools twice a year. Senior staff attend an annual company-wide conference. All schools communicate through the company intranet and homestay hosts are kept informed through newsletters, emails and the online platform MyEF.

M5 Policies and procedures for the recruitment and appointment of staff are very clear. The staff handbook, which is produced centrally, describes employment rights in great detail. Personnel files are well maintained and a recruitment checklist is used to ensure that procedures are rigorously followed.

M6 All certificates were on file and had been signed to confirm that originals had been signed. There was evidence that the school takes steps to evaluate qualifications as necessary.

M7 All staff receive a well-designed induction based on guidelines and checklists. Teachers are introduced to the organisation, its ethos, principles of course design and the EFEKTA learning system through pre-employment online training modules. New teachers are assigned an experienced mentor and are invited to observe classes before they start work at the school. Administrative staff and new senior managers also receive pre-employment online training and are able to shadow for their new role in most cases. Some also receive training at other schools.

M8 All year-round members of staff have a well-designed annual performance review, which for teachers includes observation of teaching. Objectives are set and achievements, future training needs and potential for career progression are noted. There is a three-month probationary period for all permanent staff, followed by a review meeting. Capability procedures are set out in the staff handbook.

M9 There is budgeted provision for training, both internal and external, for all staff. Sessions are also run by the central office team, including an annual safeguarding update for all staff and customer service training. Many staff have undertaken fire marshal and first aid training. Training certificates list all sessions completed. Suggestions for training are invited and all staff are asked to evaluate training. The school offers financial support to teachers wishing to follow courses leading to a diploma-level qualification.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 The customer support manager, who took over responsibility for student administration this year, has received thorough training in her role. Cover arrangements are in place and administrative support is provided by interns.

M11 Almost all students enrol through EF sales offices in their own countries. In most cases, this involves a face-to-face meeting in the student's first language and advice on both centre and course choice, including the selection of SPIN classes. Students complete a needs analysis form and the information from this is available to teachers. Further information and advice on course choice and extension is provided by school staff. Some students in the focus group had not been made aware by the sales offices in advance that lessons might be held on Saturdays.

M12 Enrolment, invoicing and fee collection are carried out by overseas sales offices, who provide support in obtaining visas, if necessary. The customer support manager provides additional information about the school or the locality to the sales office on request. Bookings are entered onto the database at the sales offices and the information is then available to the school. A few students enrol at the school. Information is collected locally and the enrolment is then processed through the London office.

M13 Students' contact information is entered on the database at enrolment. Enrolled students have access to MyEF, the organisation's online campus/social network, where they are encouraged to update their travel and personal information. When students arrive in the UK a tablet check-in application, linked to the database, is used to verify and if necessary update their personal information. Additional documentation is completed for 16 and 17 year-olds and for juniors. There is remote access to contact information; print-outs of relevant information are also available. Records were sampled and the required information was promptly retrieved.

M14 The school's policies on attendance and punctuality are made clear in written form and at induction. The student code of conduct requires adult students to attend a minimum of 80 per cent of their course in order to receive full final certification. Attendance is recorded electronically and any concerns are logged. Evidence was seen of follow-up action on unsatisfactory attendance. Detailed attendance statistics are included in the course report. Under 18s are expected to attend all classes. On the junior programme, the ADoS checks all classes shortly after the beginning of each lesson and follows up any absences immediately.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M16 The points to be addressed from the last inspection had been dealt with satisfactorily. It was noted that comments on teaching had been systematically addressed at training workshops for teachers.

M17 The organisation places great emphasis on the review and development of systems, processes and practices with the aim of continuous improvement. This is evident in the comprehensive quality assurance cycle, which involves internal audit, reflection, analysis and meetings at both organisation and school level, all of which are extensively documented. A worldwide conference each year brings together managers from sales offices, the central operations team and school directors to determine focus areas for the following year. A national meeting of school directors, DoSs and student services managers agrees targets. A whole-school meeting for all teaching and administrative staff is held each year to review progress and identify areas for improvement. The senior management team within the school holds a self-assessment review, normally every six months, to assess performance. A Bristol development plan sets out proposed initiatives for the current year. For 2017–2018 these include improvements to the student mentoring system and creating stronger links between the lessons and leisure activities.

M18 Students give feedback at the beginning and end of their stays, and mid-course (on teachers and classrooms) if on courses of five weeks or more, and post-course feedback is also requested. Negative comments are logged and action taken is recorded. Data is reviewed regularly within the school and used by the central management team to compare performance across schools. Student council meetings are held every term; minutes were provided. There is also a suggestion box for students. Statistics from each round of feedback questionnaires are

sent to all staff to make them aware of current levels of student satisfaction.

M19 Staff are encouraged to give feedback during staff meetings, at CPD sessions and at appraisal. Anonymous online feedback is collected from staff annually. There is a staff suggestions box. Exit interviews are held with staff who are leaving. Comments and action taken are recorded and contribute to internal review processes. There was evidence that action had been taken in response to staff feedback, for example the provision of additional workspace for teachers in the summer.

M20 The student handbook describes the complaints procedure clearly and in accessible English, and this information is reiterated during induction. Complaints are logged and action taken by the person responsible is recorded. Evidence was seen that complaints are dealt with promptly.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The main medium of publicity is the brochure, which is prepared centrally. This is used by overseas sales offices to advise and talk through bookings with customers and is sent out in response to enquiries. The brochure contains information about all EF schools in the UK. One page is devoted to the adult provision at the Bristol school. Details of all junior programmes in the UK are set out over two pages. More limited information, including videos, is available on the EF UK website, which has a link to a page about the adult courses in Bristol and a further link to a page with general information about junior courses in the UK.

M21 The language used in publicity describing the school and its provision is clear and, with some minor exceptions in both the brochure and on the website, accurate. Translations are available in a very wide range of languages.

M22 Text, images and videos provide a generally realistic representation of the school. On the website page describing Bristol it is stated that 'We do not offer evening or weekend courses in any of our schools.' However, during the summer, some courses are held on a Saturday. A reference on a video on the general information pages to the availability of 'hundreds' of special interest classes seems to be an exaggeration.

M23 Course types, levels and objectives are described on the website and in the general section of the brochure.

M24 Most of the information required is provided, but in many cases this is not easily accessible or is insufficiently visible because only given on the enrolment information page, which is in very small print. The number of taught hours for each course type is stated. iLab sessions which are supervised rather than taught, and therefore effectively constitute guided self-study, are included in the number of lessons. It is not stated explicitly which SPIN classes are taught and which are available only online. Times of classes are indicated in very general terms; although a sample weekly timetable for an intensive course at the London school and a sample daily timetable for a junior course in Bournemouth are included, these bear little relation to the current reality in the Bristol school. Other relevant information is dispersed and in some cases difficult to find. For instance, maximum class size is hard to find because not on the course options pages, which describe course types. Moreover, information on class size is stated in the following terms: 'We always limit general language class sizes to 12 to 15 students (max 17)', where the maximum is higher than the range indicated. There also appears to be an implication here that a different maximum number might apply to other than general language classes. The maximum class size is routinely exceeded in iLab sessions; these sessions may have up to 34 students. The maximum age of students on the junior courses is given in the publicity as 16 years. At the time of the inspection there was one 17 year-old student; students aged 17 are accepted on junior courses if they are part of a group. In respect of school closures, the brochure states, again under enrolment information, that 'some lessons may not take place on December 26th 2016'. Although it is the case that the school is otherwise open from Monday to Friday on all other days throughout the year, this is insufficiently clear.

M25 Fees for tuition are shown, and what is included in these fees stated, although fees for the junior intensive course are not shown. Information on other costs is either more difficult to find or less concretely specified. Course materials are listed on the Bristol page under 'Additional features available', which suggests they are optional, and

as costing 'From £35', which is very general; exact costs based on course length are, however, included under enrolment information. Examination entry fees are given at the bottom of the page describing examination courses, but no fee is shown for IELTS. Costs for activities are very approximate.

M26 Information relevant to all schools on homestay accommodation is provided in the brochure and overall is accurate. Accommodation is referred to as homestay but the term 'private home' is used in the explanatory text, which is potentially confusing. There is no statement about the maximum number of students in homestays. Only limited information about the residential accommodation is included.

M27 The leisure programme is fairly and accurately described. However, on the Bristol page of the website there is a link to a social media site, where visitors 'can see what is going on in our Bristol school right now'. In fact the information on the social media site about leisure activities has not been updated since late last year.

M28 On page 25 of the brochure teachers on junior courses at all accredited centres in the UK are referred to as 'certified'. The statement is not further defined and is potentially confusing.

Management summary

The provision meets the section standard and exceeds it in some respects. Well-designed and rigorously applied systems, many of which are centralised, cover aspects of staff management and student administration, to the benefit of staff and students. Communication within the school and with the wider organisation is effective, there is good provision for staff development and quality assurance is taken very seriously. Publicity is satisfactory, although some aspects are inaccurate or confusingly presented. *Staff management*, *Student administration* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises are of an adequate size, although at busy times public areas are crowded. The central lobby and main staircase are spacious, but the stairs to the basement and the corridors in the basement are narrow. There is limited external space at the front of the building and a small rear courtyard.

R2 The premises are very well maintained and are decorated and cleaned to a high standard throughout.

R3 The classrooms are mostly adequate, although smaller rooms are cramped when full. One room has no natural light and another has entry only through another classroom. One very large room on the first floor has been imaginatively converted into an iLab with three glass-partitioned classrooms below. These are small and can be hot and noisy in summer. Classrooms are well furnished with either tables and chairs or tablet chairs, according to size.

R4 Students can relax in the cafeteria and the activities room in the basement. Both are appropriately furnished. A separate relaxation room in the basement is allocated to students aged 25 years or older. The courtyards at the front and rear have a limited amount of seating. Students can also relax in the large public square immediately opposite the school. The cafeteria offers a very good selection of reasonably priced and freshly prepared hot food and snacks throughout the day. There is a wide choice of food outlets near the school. Juniors eat their packed lunches provided by the school at off-site premises nearby.

R5 Signage throughout the school is stylish and effective. Classrooms and public areas have neatly presented and informative noticeboards.

R6 The staffroom is of adequate size and is well organised. In response to teachers' requests, an additional classroom is allocated to teachers in summer for preparation and relaxation. Provision is made for the safe storage of personal possessions.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Core EF materials, EFEKTA for adults and Fast Track for juniors, are used on general English courses. These include printed coursebooks and supplementary materials for students, as well as extensive online resources. Course-specific materials are used for examination preparation courses and SPIN classes. Some SPIN courses are delivered online.

R8 Teacher's books and CDs are available to accompany core EF materials, but teachers are expected to supplement these materials and have access to a good range of reference and methodology books, photocopiable materials and in-house materials. The school also has subscriptions to several professional magazines for EFL teachers. All resources are well maintained and easily accessible. Teachers have computers, a photocopier and printing facilities in the staffroom. Additional stationery supplies are provided for project lessons on the junior intensive course.

R9 The school is well equipped with two class sets of tablets in specific classrooms and one mobile set of tablets. The iLab has 34 workstations. There are data projectors in five of the 15 classrooms and CD players available for all classrooms. The IT and facilities manager provides technical assistance and training as necessary.

R10 All courses include supervised self-access study using the iLab materials which form part of the EF core resource package. Students have guide books linked to the EF coursebooks. They can also use the iLab for independent study outside timetabled hours. A self-study room with a small library and two computers with headphones for independent listening practice is also available.

R11 Student induction includes an introduction to the iLab facilities; a virtual tour explains in detail the elements of self-study available and how they can be accessed. A more detailed version is provided for AY students; this emphasises the importance of learning both in class and independently. Written guidance on accessing resources independently is also provided.

R12 The review and development of EF teaching and learning resources is the responsibility of the central academic management team. Core materials are revised, following piloting in the schools, on a regular basis. Staff at the Bristol school have recently been involved in producing pronunciation SPINs and materials for communication (Studio) classes. There are regular teacher surveys, when teachers have an opportunity to comment on materials; comments are passed to the central academic team. Materials are also discussed and reviewed at the regular inter-school DoS meetings.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises provide a comfortable and professional working environment for both students and staff, although some classrooms and common areas are cramped when the school is full. The teaching and learning resources provide very carefully structured support both for teachers and for students in the classroom and when learning independently. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 One teacher did not have a Level 6 qualification. A rationale for employment of this teacher was provided and was accepted in the context of this inspection as the teacher had substantial relevant professional experience and had completed training at post-school level.

T2 One teacher did not have a TEFL qualification which meets Scheme requirements.

T3 A rationale was provided for the teacher who did not have a TEFL qualification which meets Scheme requirements. The rationale was accepted within the context of this inspection as the teacher had followed an introductory TEFL course and was being effectively supported by the academic team.

T4 The DoS and ADoS are both TEFLQ and are suitably experienced. The ADoS, who manages the junior programme in the summer, has substantial experience on junior programmes.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers' experience and preferences, identified through surveys and appraisals, are considered when allocating teachers to classes. Teachers on the junior courses are chosen on the basis of relevant experience with the junior age group. Long-serving teachers are challenged to gain experience in teaching a wider range of courses.

T7 Timetabling of teachers and rooms has to take account of the split timetable for students and the various room types required to deliver all elements of the EFEKTA blended learning system. The complex timetable is very well managed by the DoS; teachers and students are kept informed of any changes.

T8 Senior teachers, the academic assistant and the ADoS are available for cover. Teachers on part-time timetables are often available to cover for absent colleagues. During the inspection, one temporary teacher dropped out at short notice and was promptly replaced by the academic assistant.

T9 Teachers receive placement test results and a brief needs analysis for all new students. New students join classes on a Tuesday and teachers start a new unit on that day to facilitate integration. As part of the induction, new students are given a welcome lesson which introduces them to the EFEKTA system and the elements of the course. Adult students meet with a mentor during their first week. Students with specific needs are identified and an action plan is sent to the teacher.

T10 There is a good range of support for teachers. A detailed online induction programme is available for new teachers. Mentors assist and monitor new teachers, who are paired with more experienced colleagues to discuss lesson plans. Teachers on the junior courses have a separate induction, revised this year, which included a three-hour session from an outside speaker. Continuing professional development (CPD) sessions are held every two weeks and are well attended. Sessions are led by members of the academic teaching team, teachers or external speakers. Teachers also attend external training events and conferences. Teachers' CPD needs are discussed at appraisal and one teacher is currently following a course leading to a diploma-level qualification.

T11 New teachers are formally observed in their first month, with a drop-in observation in the first two weeks. Long-serving teachers are formally observed every year with additional drop-in observations. Formal observations are carried out by a TEFLQ academic manager, although in one case a teacher had been observed in the last year but not by a suitably qualified person. Notes on observations include teacher self-evaluation and written feedback with specific recommendations for action. A spreadsheet listing all observations for each teacher includes action points from all observations, enabling the DoS to monitor teacher performance over time. Senior teachers monitor schemes of work. There was evidence of a recent peer observation programme.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The EFEKTA system, including the junior Fast Track material, is based on current language learning theory and research. The principles and course structures are clearly described in online and face-to-face training for teachers. The materials are used by all EF English language schools. The adult material consists of coursebooks, guides for learners, presentations, teacher's books and online applications, and covers the six Common European Framework of Reference (CEFR) levels (A1 to C2). Materials for each CEFR stage are further subdivided into three graded levels. Each level consists of six units, with one unit forming the basis for one week's work. Within the framework of their general English classes, students are thus expected to move up a level every six weeks. SPIN courses run for six weeks. The junior course material consists of coursebooks, teacher's books and a learning guide and has five CEFR levels (A1 to C1). Students at the C2 level use the adult EFEKTA coursebook. The Fast Track coursebooks contain 20 units and students cover one unit a day. SPIN classes on the junior programme are project based and teachers are provided with written guidance.

T13 The Switzerland-based 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 and new materials are trialled in selected schools. Recent initiatives include additional materials for media lessons, detailed prompts for discussion lessons in studio classes, and a standardised approach to the provision of SPINs.

T14 Course outlines for general English courses, both adult and junior, are provided in the coursebook. Outlines for adult SPIN courses are available online. Teachers inform students of the focus of each lesson, although aims tend to focus on content rather than learning outcomes. Weekly schemes of work are produced by teachers but are not routinely shared with students.

T15 Study and learning strategies to support independent learning are a core feature of the EFEKTA learning system. All adult students have iLab sessions which allow them to work at their own pace. Study skills worksheets are available in the iLab. Adult students continue to have access to online learning resources on MyEF after their departure (three months for students on general courses and six months for students on intensive courses). Junior students receive a study guide which encourages them to keep vocabulary lists. Academic year (AY) students are given detailed guidance on independent learning strategies.

T16 The 'Culture' section of the guide books, which form part of the EFEKTA materials, contains suggestions for activities to encourage students to interact with the wider community outside the classroom. Students are taken on accompanied visits to the local courts and markets and have recently been involved in a charity project and a student art exhibition to which local members of the community were invited.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 Almost all students complete a pre-course online placement test. This is combined with a speaking assessment on arrival based on a series of graded prompts. First day procedures are well thought through to allow any students who have not done the online test to complete this on arrival.

T18 Teachers assess adult and junior student performance and participation weekly and communicative skills fortnightly. Grades are recorded on the database. For adult students progress is discussed at individual monthly tutorials where new targets are set. Proficiency tests are held at the end of each level and students can access an online record of their grades. There is a departure test which is mapped to CEFR levels. Junior students complete a form every week setting personal targets which are reviewed with their teacher.

T19 Barrier tests are used to check that students' level is appropriate to the examination they wish to study for. The results of these are discussed with students on an individual basis. Advice on the selection of examination preparation courses is provided.

T21 All students receive a course report with weekly attendance statistics, grades and participation; longer-term students receive a report each term. Adult students who have taken the departure test, and whose attendance is 80 per cent or above, also receive a certificate which relates their result to CEFR levels.

T22 Basic advice on entering mainstream UK education is provided by the DoS. Students also have access to the EF university counselling and placement services at additional cost.

Classroom observation record

Number of teachers seen	20
Number of observations	20
Parts of programme(s) observed	All, apart from the lectures.
Comments	
There were 21 teachers employed at the time of the inspection. These included the two senior teachers. One teacher could not be observed due to timetabling constraints.	

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Most teachers were able to model language effectively; there was some good modelling of pronunciation and intonation. There were mostly clear explanations of grammar and vocabulary, although some explanations were not accurate. Teachers sometimes accepted inaccurate language without challenge.

T24 Content was mostly relevant with interesting topics and materials at an appropriate level. Many teachers had devised supplementary activities to move away from the book and to personalise materials. Detailed plans were provided for most lessons, although a few were sketchy. Profiles of classes with longer-term students were detailed and showed the teacher's awareness of individual students' strengths and weaknesses. There was little evidence that the needs analysis had been taken into account and little attention paid to specific problems arising from students' first language.

T25 Weekly aims are included in schemes of work, although these are not routinely shared with students. Lesson aims were written on the board and in some cases these were helpfully referred to during the lesson. Often plans were not expressed in terms of learning outcomes and were simply a list of content to be covered. Coherence was mostly provided by the course materials; lessons were well staged and activities were relevant to aims.

T26 A good range of techniques was observed including use of concept checking questions, nominating and eliciting, choral repetition and drilling, running dictations, ordering texts, communication games. Time limits were frequently set for activities to maintain pace and student interest. Students were sometimes invited to decide how they wished to complete the task. In occasional weaker segments, teachers relied on the printed materials, going through exercises and relying too heavily on teacher-student interaction patterns.

T27 There was mostly good use of the whiteboard, with imaginative use of coloured pens to highlight learning points. There was mostly confident use of data projectors and CD players. Corridors and walls were used to display pictures and texts. Students were encouraged to use mobile phones to research specific items.

T28 There were some very good and varied correction techniques, including students correcting each other, delayed correction, self-correction following teacher prompts. In higher-level classes, students checked each other's work. A few teachers had limited techniques. Some gave feedback during activities, but very little at the end of the activity, sometimes due to poor lesson timing.

T29 In the more successful segments students were encouraged to reflect on what they learned. Mistakes were sometimes recycled from a previous lesson to review learning. Productive tasks gave both students and teachers some evidence of learning. Overall, however, there was little evidence that teachers had considered how they would evaluate whether the learning outcomes had been achieved.

T30 There was mostly good grading of language; teachers in advanced classes spoke as naturally as possible to challenge students. There was a good atmosphere in nearly all classes. Teachers were positive and encouraging and praised students for their contributions.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from very good to just satisfactory with the large majority being either comfortably satisfactory or good. Teachers were mostly good at modelling language accurately, had planned lessons carefully to meet the needs of their students and more experienced teachers had a wide range of teaching techniques. Students were usually informed of lesson aims, although these were not always

expressed in terms of learner outcomes. Correction techniques and feedback to students varied according to the experience of the teachers, but overall were of a good standard. Lessons were lively and engaging in nearly all cases.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The academic management team is strong; effective academic management procedures are in place for timetabling, checking student progress and monitoring and supporting teachers. Course design and in-house materials have been carefully thought out and include a strong emphasis on learner independence. Teachers receive appropriate training and materials are regularly reviewed. The teaching observed met the requirements of the Scheme. *Academic management, Course design and Learner management* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 There are clearly-expressed organisation-wide policies on fire evacuation, first aid and health and safety. Training for staff takes place on a regular basis. All significant risks are addressed in the risk assessment for premises, and full records of routine checks are in place. Entrance to the building is open but the reception desk, which is close to the entrance, is always staffed and all visitors sign in and wear lanyards, as do the staff. Fire drills are carried out every six weeks and students are informed of fire safety measures. There are six trained fire marshals. A major incident exercise is in place and a drill has been carried out involving all students enrolled with the school at the time. Evacuation procedures are drawn up on a case-by-case basis for disabled students, and 25 staff have had first-aid training, three of whom have completed Emergency First Aid at Work Level 3 Training. Safety and security is mentioned in the job descriptions of the school director and the customer support and residence manager.

W2 The school has an ethos of pastoral care with all staff, hosts and group leaders encouraged to be aware of students' potential needs. The availability of pastoral care is made clear to students at induction, in the handbook and on noticeboards. An innovative feature of the provision for long-stay students on AY programmes are the 'Welfare classes' in terms 1 and 2 which deal with topics such as adjustment to a new culture and motivation during a long course. All students have a mentor and there is a pastoral dimension to tutorials. Multi-faith rooms are available in break times.

W3 There are two named welfare officers, one of whom has responsibility for adults (including students aged 16–17 on adult courses), and the other for students on junior courses. Residence assistants liaise directly with the welfare officers if they become aware of any issues or concerns.

W4 The clear policies and procedures for dealing with abusive behaviour are made known to students and staff during inductions, in handbooks, and on posters. Student handbooks for both adults and juniors define bullying, including cyberbullying, in accessible language, and positive behaviour is reinforced through the award of weekly certificates for 'diary of the week', 'star student of the week' and 'most improved of the week'. The school is addressing its responsibilities under the Prevent strategy in respect of awareness-raising for students and homestay providers; all new staff do online training as part of induction, and updating workshops are organised for other staff on an annual basis.

W5 Students are given the emergency telephone number in pre-departure information and on arrival. The number is also printed on the wristband which students on junior courses are required to wear at all times. There is a rota for the emergency phone and useful advice is provided for staff who hold the phone on how to respond to different scenarios.

W6 Information about public transport between the point of entry to the UK and Bristol, together with approximate costs, is provided in pre-departure information. Details on how to travel to the accommodation in Bristol (residence

or homestay) are on the portal MyEF, which students have access to before departure. Students in focus groups confirmed that transfers arranged by the school had been well organised.

W7 Comprehensive information is available on all the areas listed in this criterion in pre-departure information and the centrally-produced handbook, and repeated at induction. Students are given assistance if they are required to register with the police.

W8 Advice is included in handbooks and repeated at induction. Homestay hosts and reception staff can provide details of local GPs. Under 18s are accompanied when attending medical facilities and dentists.

Accommodation profile

Comments on the accommodation seen by the inspectors

The majority of students year round are accommodated in homestay, private home or residences, with a very small minority in accommodation that they have found for themselves. All homestays and private homes provide half-board accommodation during the week and full board at the week-end. One inspector visited two homestays, a private home and a self-catering residence used in summer where juniors and adults are accommodated in separate blocks. The residence visited is divided into flats of four to six single rooms with shared facilities (a shower, separate WC and kitchen). In the adult block, kitchens are fully equipped; in the junior block, students have no cooking facilities, but breakfast and dinner are provided in the school and lunch in premises rented for the summer period by the school. A second residence, which is used throughout the year and has ensuite facilities, was not visited.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The residential accommodation inspected comfortably met Scheme requirements. The homestays and private home visited also met basic Scheme requirements in respect of the bedrooms and bathroom facilities, but see W15 and 17.

W10 Fire risk assessments and Gas Safe certificates are checked during visits and re-visits. However, records indicated that, despite reminders, up-to-date Gas Safe certificates had not been produced by a substantial number of active homestay hosts. Students had nevertheless been placed in these homestays.

W11 There was clear evidence that homestays in use are systematically re-inspected at least once every 18 months and in many cases annually. Records of re-visits also show that checks are made that a valid Gas Safe certificate is in place (but see W10) and that a fire risk assessment has been carried out.

W14 Careful records are kept of student feedback. These include averaged scores for various aspects of the accommodation for both the last year and the last three months. Evidence was seen that prompt action is taken to move students out of accommodation when this is judged to be necessary and this action is then logged as resolved on the database. However, the steps taken to investigate and follow up with hosts specific issues raised by students are not recorded as a matter of course, and there was no record of any subsequent monitoring to ensure that similar problems do not recur.

W15 There was some evidence that not all hosts are providing meals as stipulated under the homestay agreement. See also W17 and C7.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

W19 Students' first language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W17 In general, hosts appeared fully aware of the provider's rules, terms and conditions. However, in one homestay accommodating junior students there was evidence that the host was charging for laundry and not providing an evening meal on one evening during the week of the inspection.

W19 There were several instances of two students with the same first language having been placed in a homestay. There was no evidence of written requests for or consent to these arrangements.

W21 Guidelines for homestay hosts clearly set out expectations of hosts, but the inspectors were told of one recent case when arrangements to welcome four junior students had been unsatisfactory. When made aware of this, the provider had moved the students to a residence the same evening.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W24 Very helpful information and practical advice is available in written form. Students are also encouraged to ask for help if they need it.

W25 The school's accommodation office maintains a list of hotels close to the school but makes it clear that specific hotels cannot be recommended.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Information on current events in the local area is displayed on noticeboards and leaflets on specific activities are available in the activities office.

W27 The monthly leisure programme for all students is advertised in advance, with prices for any activities which are not free shown on the MyEF. The programme includes weekly clubs, such as a conversation club and, during the academic year, a film club. Additional, more spontaneous free activities (known as 'Wow!' events), such as a fashion week with prizes or a chocolate fountain, are also organised throughout the year on more or less a weekly basis. In drawing up the programme, use is also made of the expertise of activity managers in other schools within the group; students are also encouraged to make suggestions, and evidence was seen that these have been implemented. Feedback is collected following each excursion and on other activities in more general feedback surveys.

W28 Currently, the school director does all training of activity leaders. The full-time activities co-ordinator, who has been appointed relatively recently, is shadowing her during the training and will take responsibility for this in future. Templates for risk assessments are prepared centrally and detailed risk assessments were seen for all activities.. Staff accompanying excursions sign the risk assessment to show that they have read and understood it, and are

encouraged to make a note of any unforeseen risks. The school had taken the precaution of sending a member of staff on an excursion organised by a closed group.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are very well met. The residential accommodation provided is suitable, but some aspects of the management of accommodation systems need attention. There is a need for improvement in *Accommodation*. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

At the time of the inspection, there were 123 students under the age of 18 on the junior course. Of these nine were 16 and the remainder (114) under 16. There were also 142 students aged 16–17 on adult courses, out of a total of 388 students on adult courses. Outside the summer period, the number of 16–17 year-olds typically fluctuates between seven per cent and 17 per cent (15–35 students) of the total number on adult courses.

C1 There is a clear and comprehensive safeguarding policy, which includes all the required information and is regularly reviewed. A named member of staff is identified as responsible for implementing the policy and for dealing with any allegations of child abuse.

C2 The safeguarding lead and welfare officer for students on junior courses have had training at specialist level. All members of staff complete an online basic safeguarding awareness course and attend in-house update sessions, which are organised as required by the central management team. Homestay hosts receive information and guidance in the homestay handbook and the annual homestay providers' agreement, which they sign. The policy is included in packs for group leaders and is discussed with them at their induction. The relevant points are also made known to students of all ages during their inductions.

C3 Some information on the level of care provided to under 18s on adult courses is described on the website in the 'Information for young travellers section'. Information on the level of care for students of 12–16 on junior courses is limited to a very short paragraph in the brochure and is insufficient.

C4 Recruitment materials cover all aspects of safer recruitment best practice as specified in the safeguarding policy. DBS checks are carried out for all teachers and a very detailed risk assessment was seen, with evidence of its implementation, for one teacher whose check had not been received before he started work. There are agreements with contractors and overseas sales offices ensure that police checks have been conducted for group leaders. DBS checks are also carried out on all adults normally resident in homestays willing to host under 18s. However, these had not been completed for all homestays where students aged under 18 had been placed at the time of the inspection, although List 99 had been used as an interim check. Two references are collected for hosts, but in one case these had been provided by the parents of the hosts.

C5 A number of measures are in place to ensure that students under 18 on adult courses are provided with appropriate supervision while on school premises: they are identified on registers, and have to sign in and out at reception each day, which allows staff to monitor their welfare. Breaks for students on junior courses are at different times from those on adult courses, and juniors are accompanied to their lunch in another building. Students on junior courses also wear wristbands and there are checks on attendance at the beginning of each lesson and activity, with evidence seen of immediate follow-up in the case of any absences. There is a varied and appropriate inclusive activities programme for students on the junior course and an optional leisure programme for all students, with an indication of the activities suitable for under 18s.

C6 Students on junior courses and their parents sign a code of conduct before departure which students sign again on arrival. Rules for what students can and cannot do are also included in handbooks and reiterated during

inductions and, as necessary, during the weekly assemblies for all junior students. Curfew times are age-related. Juniors must return to their homestays by 18.00 each day, and the school phones hosts of under 18s throughout the year to check that students are complying with evening curfew times; curfew times in residences are also clearly stated and enforced. Parents sign a liability waiver to confirm that they have understood that students are not supervised outside lesson/scheduled activity times, but a risk assessment form has been drawn up to cover unsupervised time. All homestay hosts are invited to periodic events and receive a quarterly newsletter; those hosting under 18s receive additional information. Group leaders have a detailed handbook.

C7 Students on the junior course are on a full board arrangement (but see W15), with the school providing lunch on weekdays. All other students in homestays are on a half-board basis, but the letter of consent signed by parents of 16–17 year-olds does not require parents to acknowledge their understanding that lunches are only provided at the weekend. In the summer residence, students aged under 18 are accommodated in a separate block from those aged 18+. However, members of staff are allocated to single rooms in the same corridor as juniors and share the same WC and washing facilities. At the time of the inspection, two students aged under 18 were staying with family members. In one case, this arrangement had not been authorised in writing by a parent/guardian; in the other case, no information had been supplied on the family member with whom the student was staying.

Care of under 18s summary

The provision just meets the section standard. There are some very good features of safeguarding provision for under 18s, but also certain weaknesses. There is a clear and comprehensive safeguarding policy, staff training is thorough, and well-designed procedures are in place to ensure the safety and security in school premises and on activities. However, publicity materials need to provide information on the level of care and support for students on junior courses and some aspects of recruitment and accommodation systems require attention. There is a need for improvement in *Care of under 18s*.
