

Organisation name	Europa School of English Junior Centres, Bournemouth
Inspection date	8–10 and 12 August 2016

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 that the period of review may now be ended and accreditation continued until the next full inspection, which falls due in 2020.

Summary statement

The British Council inspected and accredited Europa School of English Junior Centres in August 2016. 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 organisation offers courses in general English for under 18s.

Strengths were noted in the areas of quality assurance, care of students, and care of under 18s.

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

Organisation profile: multicentre**1. Collated data for whole organisation (including eligible centres not inspected)**

Inspection history	Dates/details
First inspection	2008
Last full inspection	2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accreditation under review
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2004
Ownership	Europa School of English Ltd Company number: 05251739
Other accreditation/inspection	N/a

Premises profile

Address of HQ	45a Christchurch Road, Bournemouth BH1 3PA
Addresses of centres offering ELT at the time of the inspection	Europa School of English, 45a Christchurch Road, Bournemouth BH1 3PA (and overspill site at Bournemouth and Poole College, Meyrick Road, Bournemouth BH1 3JJ) University of Winchester, King Alfred Campus, Winchester SO22 4NR University of Exeter, Birks Grange Village, New North Road, Exeter EX4 4PQ Trinity School, Buckeridge Road, Teignmouth, Devon TQ14 8LY Strand Court Chambers, Victoria Road, Exmouth EX8 1DL
Addresses of any additional centres not open or offering ELT at the time of the inspection	N/a
Profile of sites visited	<p>Bournemouth (main site) The junior centre occupies half of a converted church near to the centre of Bournemouth; the other half is occupied by the Europa year-round school. The junior school has separate use of the dining area, meeting hall and relaxation areas. There are six junior classrooms, a teachers' room and several offices. Outside areas are also available for the junior students.</p> <p>Bournemouth (overspill) The extra site at Bournemouth and Poole College is five minutes' walk from the main site. The junior school has use of five classrooms and a teachers' room. One of the classrooms is used as a communal area for the students in breaks.</p> <p>Winchester The junior centre is based on the University of Winchester campus. There is a classroom block with 15 rooms, a teachers' room, a dining hall, a room for meetings and assemblies, and outside areas for relaxation.</p>

Student profile	Collated totals at time of inspection: all centres	Collated totals in peak week: July all centres
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	3	0
Full-time ELT (15+ hours per week) aged 16–17 years	79	134
Full-time ELT (15+ hours per week) aged under 16	200	475
Part-time ELT aged 18 years and over	1	1
Part-time ELT aged 16–17 years	41	53
Part-time ELT aged under 16 years	135	251
Overall total of ELT/ESOL students shown above	459	914
Minimum age	10	10
Typical age range	13–15	13–15
Typical length of stay	2 weeks	2 weeks
Predominant nationalities	German, French, Spanish	Italian, French, German, Spanish

Staff profile	Collated totals at time of inspection: all centres	Collated total in peak week: all centres
Total number of teachers on eligible ELT courses	36	67
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	34	
Number teaching ELT 20 hours and over/week	2	
Total number of administrative/ancillary staff	5 (excludes activity leaders)	

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection: collated totals at all centres	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	1
Certificate-level ELT/TESOL qualification (TEFLI)	24
YL initiated	0
Qualified teacher status only (QTS)	9
Teachers without appropriate ELT/TESOL qualifications (NB Rationales need to be prepared for teachers in this category at centres inspected; inspectors may ask for rationales for teachers at other centres)	2
Total	36

These figures exclude the academic manager(s)

Comments
The director of studies and the lead teachers at each of the centres, all of whom are TEFLQ, are not timetabled to teach.

Course profile (across all centres covered by this accreditation)

Eligible activities	Summer		Other times of year		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<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"/>	<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 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

Each centre offers a general English course (11.25 hours per week) and an intensive English course (15 hours per week). At Winchester there is also a 'summer college' course (26.25 hours per week) which includes additional project work linked to local attractions. The stated age range at each of the centres is as follows: 13–17 at Bournemouth and Exmouth; 12–17 at Exeter and Winchester; 10–15 at Teignmouth. Bournemouth accepts 10–12 year olds if they come in a closed group.

2. Data on centres visited

1. Name of centre	Winchester
2. Name of centre	Bournemouth
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: these centres					Totals in peak week: these centres				
	1	2	3	4	5	1	2	3	4	5
Centres	1	2	3	4	5	1	2	3	4	5
Of all international students, approximate percentage on ELT/ESOL courses	100	100				100	100			
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	0	0				0	0			
Full-time ELT (15+ hours per week) aged 16–17 years	11	34				42	43			
Full-time ELT (15+ hours per week) aged under 16	24	52				117	111			
Part-time ELT aged 18 years and over	0	0				0	0			
Part-time ELT aged 16–17 years	3	19				8	30			
Part-time ELT aged under 16 years	15	42				24	72			
Overall total of ELT/ESOL students shown above	53	147				191	256			
Minimum age	10	13				10	13			
Typical age range	13-16	14-16				13-16	14-16			
Typical length of stay (weeks)	2	2				2	2			
Predominant nationalities	German, French, Spanish					Italian, French, German, Spanish				

Staff profile	At inspection					In peak week				
	Total number of teachers on eligible ELT courses	5	11				15	18		
Number teaching ELT under 10 hours/week	0	0				0	0			
Number teaching ELT 10–19 hours/week	4	10				14	17			
Number teaching ELT 20 hours and over/week	1	1				1	1			
Total number of administrative/ancillary staff	5	5				5	5			

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection: at these centres										
Professional qualifications	Total number of teachers									
Diploma-level ELT/TESOL qualification (TEFLQ)	0	1								
Certificate-level ELT/TESOL qualification (TEFLI)	4	9								
YL initiated	0	0								
Qualified teacher status only (QTS)	0	1								
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	1	0								
Total	5	11								

These figures exclude the academic manager(s)

Comments
The director of studies and the lead teachers at each of the centres, all of whom are TEFLQ, are not timetabled to teach.

Accommodation profile

Numbers at time of inspection: at these centres										
Types of accommodation	Adults					Under 18s				
Arranged by provider/agency										
Homestay						0	28			
Private home						0	0			
Home tuition						0	0			
Residential						52	107			
Hotel/guesthouse						0	4			
Independent self-catering e.g. flats, bedsits, student houses						0	0			
Arranged by student/family/guardian										
Staying with own family						1	0			
Staying in privately rented rooms/flats						0	8			
Overall totals adults/under 18s						53	147			

Centres	1	2	3	4	5
Overall total adults + under 18s	53	147			

Introduction

Europa School of English was founded in 2004 by the current owner/managing director, who is one of three shareholders. There are separate accreditations for the year-round adult school (16+) and the junior summer centres. The principal agent for the school is International Projects GmbH (IP). They are not shareholders but they are a key partner in the junior summer school and the IP brand is widely used for the junior centres. IP provides the sales and administration functions from their office in Bremen and recruits the activity supervisors. The academic staff and management teams at the centres are recruited by Europa.

In 2016 Europa was operating five summer centres: at Bournemouth, Exeter, Exmouth, Teignmouth and Winchester. The Bournemouth junior summer centre shares segregated premises with the year-round school and also makes use of Bournemouth and Poole College for additional classrooms as required. The college is approximately five minutes' walk from the main school. The other centres are located in university, community college or independent boarding school campuses. Residence and homestay accommodation is provided at Bournemouth, Exeter and Teignmouth. Winchester provides residence accommodation only and Exmouth homestay only. Closed groups of junior students are also accepted at the Bournemouth year-round school at other times of the year.

The management structure is the same in each junior centre and consists of a centre manager, a centre administrator, a lead teacher, a programme organiser and a supervision and safeguarding co-ordinator (and/or a welfare officer). Overall management is provided by the managing director, the director of studies and two operations area managers.

The inspection took place over two full days and two half days. The inspectors visited two centres: at Bournemouth, including the overspill site at Bournemouth and Poole College, and at Winchester, which was chosen as the wild card. At each centre they had meetings with all the centre staff mentioned above and held focus groups with teachers and students. They also spoke to the activity supervisors and two group leaders. One inspector visited the residence and homestay accommodation at Bournemouth and the residences at Winchester. At the main office in the Bournemouth school the inspectors had meetings with the managing director (MD), the quality assurance manager (also a director of the company), the operations and area manager for Dorset, the HR and area manager for Devon, and the director of studies (DoS).

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 There is a clear structure of senior management with an organogram indicating roles and lines of reporting. Members of the management team are able to cover for each other and provide continuity. This includes delegated tasks for the operations managers when the MD is away or unavailable. The management and administration structure at each of the centres is very clear with individual roles defined and understood. An effective team ethos was evident at both of the centres visited.

M3 Duties are specified in a series of manuals for each position.

M4 There are effective channels of communication between the head office in Bournemouth and the IP office in Bremen, between the head office and the different centres, and within each of the centres. The MD has a formal meeting with the senior management team every week. Daily meetings take place among the individual centre teams, with a formal meeting of the centre management team at least once a week.

M5 Recruitment procedures and human resources policies are described in the staff development policy document. However, some aspects of the procedures and policies are not fully implemented. For example, references are not

routinely requested and several of the appointments for this summer did not have a reference on file even though the policy states that the school “always takes up references” and an appropriate reference request form is available. Staff handbooks describe disciplinary and grievance procedures, but do not include capability procedures. M6 Qualifications and experience are verified and signed copies of certificates indicating that the original has been seen are kept on file. However, one of the sampled files contained a letter stating that a qualification had been obtained but with no verified certificate even though the qualification had been obtained more than a year ago. At the end of the inspection evidence was seen that the teacher concerned had now been given a formal letter stating that the original certificate must be provided.

M7 All summer staff receive an appropriate induction session, which can vary in length from half a day to several days depending on their role and whether they have worked for Europa previously.

M8 Staff are monitored informally through daily contact and at team meetings. Inspectors were told that more formal monitoring by senior staff takes place at regular face-to-face meetings. At the end of the season each member of the management and administration team at the centres has an individual evaluation session with the operations manager and is given a report and a reference.

M9 Professional development for all staff in the junior centres is provided at the induction meeting and during the course, both formally at meetings and informally through the sharing of ideas. Before the teachers start their course they have access to the school’s interactive information-sharing platform which contains a range of materials for professional development.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 The IP office processes all enrolments and deals with all aspects of student administration. The centre administrators at each centre have full and immediate access to the database and are able to continue to provide any relevant administrative services in the UK.

M13 Emergency contact details are gathered from all students on arrival at the centre, and are also held on the IP office database in Bremen.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 An action plan based on the points to be addressed from previous inspection reports was provided, and all points have been satisfactorily dealt with or explained.

M17 There is an evaluation process at each centre at the end of the season. This includes a structured interview with the team members conducted by the centre manager or the area manager. The reports generated by these meetings help the MD and senior partners to review systems, processes and practices in order to improve services. One of the directors is currently conducting a comprehensive strategic review of management systems and will report to the board of directors in September.

M18 Feedback from students is gathered every day at the ‘Time To Talk’ (TTT) sessions. On Fridays the supervisors fill in a form in the TTT diary in which each student gives a score for a range of services. Inspectors were told that this information was fed into the weekly management team meetings and that action is taken.

However, the action taken is not always recorded for future reference, for example in a column in the TTT diary. M19 Managers and administrators at the centres give feedback regularly to their senior line managers during the

course and more formally at the end-of-course evaluation meetings. Teaching staff at both centres give feedback throughout the course to their immediate line managers. Teachers in the focus group praised the responsiveness and support provided by lead teachers, directors of studies and centre managers, but felt that their feedback and opinions were not always properly valued by the senior management.

M20 A very clear and accessible 'Have you got a complaint?' poster is prominently displayed at all sites and tells students who they should see about different issues within the school. It also refers to professional associations beyond the school.

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 checked="" 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 type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity consists of the International Projects website and a printed brochure. There is also a website for the Europa year-round school, but this does not link to the IP website. The current stock of printed brochures is running out and changes will be made in the new edition.

M21 The website and brochures are written in clear and accurate English.

M22 The school uses real images of students, activities, premises and the location of each centre. An accurate representation of the centres and the student experience is given.

M23 Course content and objectives are made clear.

M24 All the information required by this criterion is given. It is clearly indicated that although the stated minimum age at Bournemouth is 13, younger students from the age of ten may be accepted in closed groups and on family courses.

M25 All the information required by this criterion is given. The terms and conditions are written and presented in an accessible format.

Management summary

The provision meets the section standard and exceeds it in some respects. The management structure is sound and effective. Human resources policies are appropriate, although occasionally not fully implemented. There is a commitment to continued improvement and to quality assurance. The provision operates to the benefit of its students in accordance with its publicity. *Quality assurance* is an area 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 type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

R3 Classrooms are sufficient in number and provide a spacious learning environment with adequate ventilation and lighting. Furniture can be reconfigured for different forms of interaction. The centre set-up checklist includes a number of requirements for classroom facilities, but does not mention the need to be free from disruptive extraneous noise. There was renovation and building work taking place at Bournemouth and Poole College, which was often noisy. The same was true to a lesser extent at Winchester.

R4 There are very spacious communal areas at Bournemouth and at Winchester. All centres have an 'ocean lounge', a large relaxation area suitably decorated and equipped with comfortable seating and games. There are also areas for assemblies and activities. At both of the inspected centres there were also large dining areas where all meals can be taken. The range of food was appropriately nutritious and varied. Choices were available and special diets could be catered for.

R5 Signage is clear both outside and inside the buildings. At Winchester, where other schools use the same campus, Europa facilities were clearly indicated with the IP brand, which is the name the students are familiar with. There are very good information and display boards throughout the premises, with separate boards for activities, welfare and other aspects of the provision. There were also large and attractive 'Who's who?' boards with pictures of the key staff members and their responsibilities.

R6 There was a large teachers' room at Winchester as well as a room for activity staff. At Bournemouth the teachers' room was smaller but adequate.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Most of the learning materials are available through the school's interactive information-sharing platform. They consist of internet-based resources, videos and in-house materials. Supplementary and photocopiable materials are also available. The materials provide appropriate content for young learners.

R8 Teacher resources are available through the school's interactive information-sharing platform. Facilities and equipment for the production and reproduction of materials are available.

R9 Appropriate educational technology is available in all the classrooms and enables the teachers to deliver the digital components of the course. At both centres it was seen to work effectively and technical assistance was readily available.

R10 There is no designated self-access room, but there are plenty of areas where students can either relax or study quietly.

R12 Teaching and learning resources are reviewed throughout the summer programme. More formal review and development takes place during the rest of the year and will take account of the evaluations and feedback received at the end of the course.

Resources and environment summary

The provision meets the section standard. The premises at both centres support and enhance the studies of students enrolled. The teaching and learning resources are appropriate for the course. The environment is suitably professional for the staff.

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 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 Four of the 36 teachers do not have a Level 6 qualification. The rationale for their employment was accepted in the context of this inspection as they have relevant work and ELT experience.

T2 Two teachers do not have ELT qualifications that meet the requirements of the Scheme.

T3 Rationales for the two teachers without appropriate ELT qualifications were accepted in the context of this inspection. They have initial ELT certificates which do not meet the requirements of the Scheme; the provider was unaware of this at the time of recruitment. They have some experience of ELT and have been monitored effectively and supported by the TEFLQ lead teachers.

T4 Suitably qualified and experienced academic managers, all of whom are TEFLQ, are employed in each of the centres.

Academic management

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

Comments

T6 Teachers are deployed on the basis of their experience and preferences. They work with a teaching partner on the same class so that they can share ideas.

T10 Formalised support for the teachers is provided primarily by the lead teachers at each centre. They are available at all times. The lead teacher shares the same room as the teachers. Evidence was seen of lead teachers helping with lesson planning, ideas for activities and problem solving, particularly at Winchester. Further guidance and development is given at the induction session and at the weekly teachers' meeting.

T11 All teachers are observed at least once during the programme. An observation form is filled in and talked through with the teacher. The template form used for observations does not have sections for evaluation and points to work on and is sometimes insufficiently completed. An additional form used by the lead teacher at Winchester was more evaluative and encouraged reflective practice.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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 core syllabus aims to develop communicative skills using internet-based and other materials, particularly around topics associated with British culture. Each lesson focuses on a specific area of language learning, namely: receptive skills, language focus, learning strategies and productive skills. The intensive course includes an additional lesson each day on project work.

T13 The lead teachers and director of studies hold formal review meetings to discuss the course design and content materials in advance of the induction session before the start of the season and again at the end of the season.

T14 Weekly work plans and records are posted on the walls of the classrooms. They describe the topics and language to be covered but they are not expressed as intended learning outcomes.

T15 One of the core aims of the syllabus is to develop the students as independent learners. This is achieved

through the use of the student workbook and learner diary and by referring the students to materials on the school's interactive information-sharing platform.

T16 Authentic materials and internet resources are used to bring the outside world into the classroom. Project and presentation lessons are integrated into the syllabus and frequently exploit the local environment. In particular the 'summer college' programme offered at Winchester uses local attractions and local history to activate the use of communicative language.

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 type="checkbox"/>	<input type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T17 A multiple-choice placement test and writing task is used to place students, alongside other factors such as age and nationality mix.

T19 External examinations are not currently offered.

T21 All students receive a certificate of attendance which states that they have improved in communication skills, learning strategies and cultural awareness, and gives a comment on their overall performance.

Classroom observation record

Number of teachers seen	16
Number of observations	16
Parts of programme(s) observed	All

Comments

None.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 A sound awareness of linguistic systems was demonstrated in the majority of observed segments, although teachers in general were reluctant to provide clear models of spoken English for the benefit of students.

T24 Although the planned topics and content material was appropriate for the needs of the students, some of the language areas chosen were either obscure and of doubtful relevance to the students or not taught in a clear context relevant to the needs of the students. Anticipated problems were noted on the lesson plans, but there were no proposed solutions to help the teachers deal with them.

T25 Learning outcomes were not defined and not made known to students. In several cases the purpose of different activities was not made clear to the students, who then became disengaged.

T26 In many of the observed segments there was little evidence of appropriate teaching techniques being used effectively. For example, strategies for teaching and checking understanding of new vocabulary, for setting clear tasks, for getting students to communicate, for avoiding the use of first language and for fully exploiting the potential of the video and internet material were lacking.

T27 Technology was used effectively by all teachers. Whiteboard work was generally clear and in most cases usefully presented. In the stronger segments student interactions and the configuration of furniture were managed to provide variety and to promote learning.

T28 Guidance and reinforcement was a feature of most of the observed lessons, and there were some examples of effective correction, particularly in the project lessons. However, in the weaker segments correction was either ineffective or non-existent.

T29 Teachers evaluated learning when monitoring students during individual or pairwork activities and would occasionally use the board to identify what had been learnt. However, there was little systematic demonstration to the students that learning was taking place.

T30 In the stronger observed segments there was a lively pace and high levels of student engagement, leading to good rapport and a positive learning atmosphere. In the weaker segments this was not so evident.

Classroom observation summary

The teaching observed met the requirements of the Scheme, and ranged from good to unsatisfactory, with the majority being satisfactory. The language awareness of the teachers was generally sound, but there was little clear modelling leading to student practice. Content material was generally good but was not fully exploited because of a lack of some basic teaching techniques. Correction and evaluation featured to a limited extent. Generally there was a positive learning atmosphere, and the students in the focus groups all said they were satisfied with the teaching.

Teaching and learning summary

The provision meets the section standard. The academic management teams at the centres have appropriate qualifications, and the teachers all have appropriate qualifications or acceptable rationales. The programme of learning is designed to meet the needs of young learners and provide a useful learning experience. The teaching observed met the requirements of the Scheme, but there are some weaknesses which the school is aware it needs to address.

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

Comments

W1 Good provision is made for the safety and security of students at both the Bournemouth and Winchester centres, and at the residential accommodation in use. The premises have recently been risk assessed and identified risks addressed. Students and staff wear identity lanyards in the centres and visitors are challenged. Students have relevant safety procedures and rules explained to them on arrival. Both the centres and their residential accommodation blocks are monitored by CCTV. In Bournemouth, police officers visit regularly to give talks on the law and staying safe. There are appropriate procedures for students and staff to ensure safety from fire.

W2 A high level of pastoral care is provided. There are thorough induction sessions on arrival. Individual students are allocated an activity leader or 'supervisor' and have one or more 'Time to Talk' (TTT) meetings every day. The supervisors keep a daily log of their students' participation in activities and evening events, and any points they raise, which are passed on to centre managers. Each centre's management team includes a supervision and safeguarding co-ordinator. Group leaders have a daily meeting for two-way feedback with managers.

W3 Students' individual supervisors and the management team are clearly identified to students at induction and on photo noticeboards.

W4 There are appropriate policies and procedures known to staff and students to deal with abusive behaviour. These are explained to students at induction and reinforced on simple 'Be a buddy, not a bully' notices posted around the centres.

W5 The centres' emergency numbers are given to students on their ID cards, in the student handbooks and at their inductions, during which they are instructed to enter the number into their phones.

W7 Students are given advice and information appropriate to their ages, needs and backgrounds, and to the centres' locations. As well as their initial inductions and orientations to their local towns, there is a daily after-lunch assembly when announcements are made, students are reminded of relevant rules and other news is given. There are also their regular TTT meetings, and every week the police visit the Bournemouth centre to give advice on staying safe and compliance with the law.

Accommodation profile

Comments on the accommodation seen by the inspectors

In Bournemouth one inspector visited three homestays and two modern residences. The homestays provided a variety of accommodation, all of which met Scheme requirements. The residences were university student accommodation providing single ensuite rooms arranged in flats. One block was reserved for under 16s only. In the other, where usually students aged 16+ stayed, there was also a group of 15 Italian juniors staying with and supervised by their group leader.

In Winchester students were staying in two residences on the university campus, one providing single room 'standard' accommodation with shared bathrooms and WCs, the other with single ensuite accommodation.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The homestays all offered a satisfactory standard of comfort and care and the required facilities. The residences at both centres were modern, clean and provided good levels of comfort, safety and security.

W12 The accommodation officer responsible for homestays in Bournemouth has records showing hosts' details, the dates of visits, safeguarding training, DBS checks (including box 66 ticks), fire risk assessments, and gas safety checks. Although only appointed earlier this year, the accommodation officer has up-to-date records for all the hosts currently being used.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 type="checkbox"/>	<input type="checkbox"/>

Comments

W17 Hosts receive an *Accommodation manual* which includes clear rules, terms and conditions. The accommodation officer talks this through with them when she visits and also, as a safeguarding specialist (level 3) provides them with appropriate safeguarding training.

W18 One host said she had had three Chinese students who had shared a bedroom. The school was able to provide a letter from the agent specifically requesting this arrangement.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments					
W25 In Bournemouth, the agent of a group of four male students aged 15 from Oman had requested separate accommodation. They were lodged in a guesthouse together with a supervisor. Eight students were staying in independent accommodation with their families. In Winchester, one student was staying with her own family.					

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 A good range of suitable daytime and evening activities and excursions is provided. The number and type of excursions depends on what 'package' was ordered by the parents, but alternative supervised activities and events are always available.					

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of the students for security, pastoral care, information and leisure activities are well met. The accommodation provided is very suitable for the needs, ages and backgrounds of the students, and is well managed and monitored. *Care of students* is an area 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C7 Accommodation	<input type="checkbox"/>	<input checked="" 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

Courses at the junior centres are for students aged from 10 to 17 years old. Minimum and maximum ages vary at different centres.

C1 A comprehensive safeguarding policy, updated in April 2016, includes procedures for safer recruitment, training and identifying and reporting abuse. There are supervision and safeguarding co-ordinators appointed for each centre and the centre managers have all received advanced-level safeguarding training.

C2 The policy is made available to parents, staff and other adults in contact with under 18s. A summary of the relevant points is given to homestay hosts and explained by the welfare officer when she visits. The welfare officer has had specialist safeguarding training. All employees complete basic awareness safeguarding training and hosts have face-to-face training from the welfare officer. All managers have had advanced training and the principal and three senior managers have had specialist-level training.

C4 Recruitment procedures for all roles involving responsibility for and access to under 18s are in line with those set out in the safeguarding policy except that references are not always followed up. DBS checks, or similar suitability checks for non-UK nationals, are carried out for all staff and homestay hosts. Lead hosts are required to tick yes for box 66 in their enhanced DBS application forms.

C5 Effective arrangements are made for the supervision and safety of students during scheduled lessons and activities. Rules and required supervision ratios are appropriate for the different age groups of students enrolled and are strictly enforced. Students in different age groups are identified by coloured wristbands. 'Supervisors' (activity staff) are well trained in their duties and responsibilities during a thorough induction before students arrive. Staff in Germany responsible for processing enrolments are aware of the importance of not enrolling students aged 18 and over, and there is a procedure in place for dealing with this if it were to occur.

C6 There are clear rules for what students may do between and outside scheduled activities, and appropriate to the location. Older students are allowed some free time in town, but only for limited periods, in pre-defined areas and in the company of another student. The location of a student is known at all times.

C7 Suitable arrangements are made for the accommodation and health care of students. Those in residential accommodation are closely supervised at all times, and supervision ratios comfortably exceed the minimum levels required. All supervisors must have first aid certificates before they are employed. Homestay providers have appropriate safeguarding training from the welfare and accommodation officer, who is specialist-level trained. They are regularly reminded of their responsibilities and the rules that apply to the different age groups of students.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. There is appropriate and well-considered provision for the safeguarding of students under the age of 18 within the centres and in any leisure activities and accommodation provided. *Care of under 18s* is an area of strength.