

Organisation name	Europa School of English Junior Summer Centres, head office Bournemouth
Inspection date	19–22 July 2022

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Not met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend that accreditation be placed under review because the section standard for teaching and learning was not met. The period of review to be ended by a spot check next summer focusing on teaching and learning and staff management. Evidence must also be submitted within three months to demonstrate that weaknesses in W5, W26 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement
The summary statement has been withdrawn and should not be used.

Introduction

Europa School of English Junior Summer Centres (ESEJSC), Bournemouth, was first inspected in 2008 as part of the inspection of the year-round school in the same location. Following liquidation and financial restructuring, a new company was formed in 2021, FG Languages Ltd (trading as 'Europa School of English'), which owns the year-round Bournemouth school and the summer centre business in the UK, France and Germany.

This current inspection only inspected junior summer courses, as junior courses and closed groups that take place outside this season fall under the accreditation of the year-round Bournemouth school. The last full inspection of the summer centres took place in 2016 and subsequent spot checks were conducted in May 2018 and April 2019. Junior summer centre programmes did not run in 2020 and 2021 due to the global pandemic. In 2022 programmes ran in three centres: Bournemouth, Exeter and Winchester.

This compliance-only inspection took the equivalent of three and a half days. The two inspectors assessed head office policies and procedures and the provision in the Bournemouth and Winchester centres. Due to extreme weather conditions in the week of the inspection, most of it was conducted remotely with the Winchester centre being visited in person by both inspectors. During the inspection, the two inspectors held meetings with the general manager, a consultant, the academic manager of all the summer centres, the lead teachers in both centres, the Bournemouth accommodation officer, the Bournemouth operations manager and the centre manager and programme organiser in Winchester. Focus groups were conducted in both centres with teachers, students and supervisors. The inspection included a live virtual tour of the main school premises in Bournemouth. Students and staff were also asked to comment on the state of the premises. Nearly all of the teachers teaching in the two centres in the week of the inspection were observed. One of the inspectors visited one of the residences being used at the Winchester campus and visited two hosts remotely in Bournemouth.

Address of main site/head office

45a Christchurch Road, Bournemouth BH1 3PA

Description of sites visited/observed

Bournemouth centre (45a Christchurch Road, Bournemouth BH1 3PA)

The junior programmes are based in the two-storey building of the year-round Bournemouth school with recreational areas in front and behind it. The ground floor includes a reception area, classrooms, a main hall used as a relaxation area known as the Ocean lounge with a Fruit 'n' Fit corner (with water, tea, fresh fruits), a bistro and a kitchen. On the first floor there are additional classrooms and offices, including a teachers' room.

Winchester centre (University of Winchester, King Alfred Campus, Winchester SO22 4NR)

The summer programmes take place on the modern university campus on the outskirts of Winchester. Facilities used by ESEJSC include classrooms in a teaching block and in other neighbouring buildings, a large room used as an office, a large relaxation area for students called the Ocean lounge and a Fruit 'n' Fit corner, the canteen, the sports centre, tennis courts and playing fields.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

ESEJSC offers summer courses for juniors between the ages of 11 and 17. Students can study general English for 11.25 or 15 hours per week on group classes or in mini-groups (maximum six students). Some learners study for the German Abitur exams on two afternoons a week.

Management profile

The general manager is supported by the academic manager for the UK group, who is also the school director of the Bournemouth centre. They are assisted by academic managers in each centre called lead teachers, an accommodation manager and an operations manager in Bournemouth, and a centre manager in Winchester. Much of the student administration is managed in Germany, as is sales and marketing.

Accommodation profile

The summer school offers homestay and residential accommodation. In Bournemouth students live in three residential blocks or in the school's own homestay accommodation. In Winchester students are accommodated on the university campus in two residential blocks. At the time of the inspection 99 students in Bournemouth were in residential accommodation and 70 were in homestays. In Winchester, 203 students were staying in residential accommodation.

Summary of inspection findings

Management

The provision meets the section standard. The management of the summer centres operates to the benefit of staff and students, and in alignment with the provider's goals, values and publicity. The management structure and systems are generally appropriate, although in 2022 there were issues regarding the recruitment of appropriately qualified and experienced staff. There is a clear organisational commitment to continuing improvement and to quality assurance. There is a need for improvement in *Staff management*.

Premises and resources

The provision meets the section standard. The premises at both centres support and enhance the studies of students enrolled and provide good professional, working environments for staff. The teaching and learning resources are appropriate for the course, but there were issues concerning excessive photocopying and the poor selection of appropriate materials for some classes.

Teaching and learning

The provision does not meet the section standard. Not all teachers are appropriately qualified; they receive insufficient formal support and no formal observations had been conducted. Course design is largely suitable, as is learner management. The teaching observed did not meet the requirements of the Scheme. There is a need for improvement in the areas of *Academic staff profile*, *Academic management* and *Teaching*.

Welfare and student services

The provision meets the section standard. The needs of students for security, safety, and information are met. The residential and homestay accommodation provided is suitable and appropriate systems are managed effectively. Students are given access to local events and a wide range of leisure activities is offered. The supervision of leisure activities is generally effective.

Safeguarding under 18s

Overall, the provision meets the section standard. A comprehensive safeguarding policy is in place and relevant training is provided to staff and homestay hosts. Students are suitably supervised during lessons and accommodation for under 18s is well managed. There are weaknesses in safer recruitment procedures.

Declaration of legal and regulatory compliance

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

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met

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

Comments

The goals and values of the organisation are clear and made known to staff, and there are appropriate organisational plans in place to achieve its objectives. Communication channels with staff, although stretched during the busy summer period, were adequate overall. Feedback from students is gathered through online surveys and via daily *Time to Talk* (TTT) sessions with supervisors. There are very good systems in place to review and improve all aspects of the summer provision.

Staff management and development

Need for improvement

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

Comments

The provider has a good range of human resources policies and procedures. However, some job descriptions had not been updated recently. The provider had experienced problems in recruiting appropriately qualified and experienced academic managers and teachers. There were not two references on file for all teachers who had been recruited. Also, many non-standard qualifications had not been fully investigated. Some continuing professional development (CPD) workshops had been offered to teachers in Bournemouth, but not in Winchester.

Student administration

Met

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

M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

Students praised the helpfulness of most staff. Student enquiries and enrolments are managed effectively by staff in Germany and in the UK. There are suitable systems in place to manage student attendance and punctuality and the complaints policy is clear.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of a school website and the website of an educational agency through which many students enrol. Publicity is written in accurate and accessible English. Most aspects of publicity are well covered. However, at the time of the Bournemouth inspection, two mini-group classes had been combined, as had two general English classes, so the stated maximum class sizes had been exceeded. Teachers are described as 'qualified' and websites include the statement that: 'Teachers have special training to teach English as a foreign language (TEFL or PGCE)'. Neither of these claims accurately describe some of the teachers.

Premises and resources

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

Comments

Both sets of premises are in a good state of repair and the classrooms, particularly in Winchester, are bright and spacious. Students can relax in a number of places including the Ocean lounges, which are a feature of all summer centres. Food is available in the bistro in Bournemouth and in the canteen in Winchester. Both centres have a Fruit 'n' Fit corner with complimentary water, tea and fresh fruit, where students can relax.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Not met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

ESEJSC uses an entirely appropriate e-book series for young learners in all its summer centres. As students do not receive physical coursebooks, they receive a large number of photocopies, but no folders or wallets within which to put them. Although the e-book topics are suitable for junior courses, several teachers were using alternative materials that were not in line with course objectives and the needs of this age group on this type of course. There had been ongoing issues with WiFi at the Bournemouth centre. There are interactive whiteboards or projectors in all classrooms in Winchester and almost all classrooms in Bournemouth. The group has a clear policy of reviewing academic resources annually.

Teaching and learning

Academic staff profile	Need for improvement
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Not met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Not met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Not met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Not met

Comments

Several teachers do not have a Level 6 qualification. The provider submitted policy rationales for the large number of teachers in both centres who do not hold teaching qualifications that meet Scheme requirements. The policy rationales are not accepted because a number of teachers were inexperienced and had no teaching qualifications, and required a higher level of support, guidance and monitoring, than they received, particularly in Winchester. There was a lack of appropriate academic support given to teachers, particularly in Winchester, and teaching limitations had not been effectively identified and rectified, as most teachers had not been observed informally or formally. Overall, the teaching team does not have a range of experience, knowledge and skills appropriate to the context. Many of the teachers were inexperienced and had not taught previously on summer courses in the UK. CPD, observations and feedback had not been used to compensate for gaps in skills, experience and qualifications. The academic management responsibilities are shared between the year-round academic manager and the TEFLQ lead teachers in the two centres. The academic manager is responsible for teacher recruitment, course design and observing and supporting teachers in Bournemouth. She has a TEFLI-level qualification and also has a PGCE and an MSc. However, these qualifications do not make her TEFLQ, as there is no evidence that the course input on these courses was TEFL-specific, as is required by the Scheme.

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

T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met
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Comments

Timetabling procedures are effective but cover arrangements had been severely stretched to near breaking point in both centres with senior managers having to teach in both locations, despite the use of agency staff. Continuous enrolment is appropriately managed. More formal support was needed in Winchester, and especially for teachers with no teaching qualifications and relatively little experience. Only six drop-in observations had taken place in one centre (Bournemouth) and none in the other. No formal observations had taken place in either centre.

Course design and implementation

T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

Course design is clear, is explained appropriately to teachers and is reviewed annually. There are, however, no course outlines made available to students. Insufficient attention is paid to helping students develop independent learning strategies.

Learner management

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

Comments

Placement procedures are appropriate and all relevant criteria in this subsection are fully met.

Classroom observation record

Number of teachers seen	28
Number of observations	28
Parts of programme(s) observed	All levels in general English morning classes including mini-group lessons.

Comments

None.

Teaching: classroom observation

T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Need for improvement
	Met

T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Not met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Not met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Not met

Comments

T23 Teachers generally demonstrated satisfactory knowledge of linguistic systems and there was some use of drilling. There was, however, insufficient explanation and contextualisation of new vocabulary in some classes.

T24 Most lessons were based on coursebook handouts or teachers' own materials. The topic-based lessons were more appropriate than those related to grammar points, where the focus tended to be on form rather than practising language use. In some lessons, teachers had chosen topics and materials that were unsuitable for the students and their needs.

T25 Aims were generally stated in lesson plans, although sometimes very vaguely, such as improving students' speaking. Learning outcomes were lacking in many lesson plans and not made known to students.

T26 Some teachers gave clear instructions and made good use of questioning, nomination and elicitation. However, a limited range of teaching techniques was seen in a large number of lessons. Tasks were poorly explained, with some teachers not having gained the attention of students before speaking, and were inadequately monitored.

T27 Classroom technology was well used to present language and display coursebook pages. Audio files were also used effectively. However, in many classes, teachers did not re-organise the seating arrangements of students to mix up friendship and nationality groups.

T28 Many teachers provided appropriate praise, but many opportunities for giving feedback were missed.

T29 Lessons generally included short tasks to help evaluate learning.

T30 Teachers generally graded their own language appropriately. Some teachers were struggling to control their classes, and needed remedial support. This was particularly noticeable in lessons where nationalities had not been mixed up and students were using their first language for non-task-related reasons. There were generally insufficient opportunities provided for students to engage in extended speaking activities with their peers. There was a positive learning atmosphere in some classes but not in many others.

Classroom observation summary

The teaching observed did not meet the requirements of the Scheme and ranged from satisfactory to unsatisfactory against the criteria, with the same number of criteria being met unsatisfactorily as satisfactorily. The teaching was not always based on student needs and lesson aims were rarely expressed as learning outcomes. Although some teachers displayed a good range of teaching techniques, others presented a limited range and were not able to set up activities effectively. Educational technology was generally used appropriately, but many teachers had not set up effective seating arrangements. Learning was checked and there was a positive learning atmosphere in some classes. In many classes, however, the learning atmosphere was less positive and some teachers struggled to control their students. In many classes, there was insufficient meaningful student-to-student interaction.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met

W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

Appropriate risk assessments are in place to ensure the safety of students on all premises. A comprehensive emergency plan is in place. Students in the focus groups were very satisfied with the care and support they receive from all staff. Students and their parents receive a 24-hour emergency contact number in writing in multiple documents. However, most students in the Bournemouth focus group were unaware of the existence of this number. Practical information about travel and relevant aspects of life in the UK are made known to students.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

The two hosts remotely visited provided a good standard of accommodation. The school has appropriate systems in place and provides suitable homestay and residential accommodation for its students. All accommodation is inspected by school and homestay staff at least every two years. Relevant information about their accommodation is sent to students in advance. There are very effective procedures for identifying problems with accommodation via feedback questionnaires and the daily meetings.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

The Bournemouth school has appropriate systems in place and provides suitable homestay accommodation to students. Relevant information about their homestays is sent to students in advance. The very experienced Bournemouth accommodation officer is on hand to resolve any problems. Students are given full information about what to expect from their home and rules, terms, and conditions are made clear to homestay providers.

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

Comments

Not applicable.

Leisure opportunities	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

Information about activities is well displayed in the Ocean lounge and made available through the students' app. The daily town walks provide students with opportunities to interact with local people and enhance their experience of studying in the UK. The leisure programme is varied, well organised and very well resourced. The wide range of activities is entirely appropriate for the needs and interests of junior students. There are comprehensive risk assessments in place for all activities and excursions. However, three supervisors spoken to at Winchester were unaware of the requirement to take a first aid kit on excursions.

Safeguarding under 18s

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

Comments

At the time of the inspection there were 168 under 18s studying in Bournemouth and 192 in Winchester.

The school has a comprehensive safeguarding policy in place which is updated annually. Contact details are given for designated staff. Parents or guardians complete a parental consent form which refers them to the school's rules and regulations document which outlines the level of care and support given to students under 18. The provider obtains evidence that the necessary DBS and police checks have been conducted for staff and homestay hosts. However, recruitment procedures are unsatisfactory as no evidence was seen of references for homestay hosts and records had not been kept of any oral references for them. In Bournemouth two references for most of the teachers sampled were not in place. Arrangements for the supervision of students in lessons are very satisfactory. There are generally suitable arrangements for the supervision and safety of students outside the scheduled programme. The contact arrangements between the school and parents or guardians are appropriate.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 Sampling identified the following issue: photocopying regulations might be being breached, as there were no guidelines next to the photocopier in Winchester, and a large number of photocopies were being used in both centres. The school/institution should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

Organisation profile: multicentre

Inspection history	Dates/details
First inspection	2008 (as part of year-round school)
Last full inspection	2016
Subsequent spot check (if applicable)	May 2018, April 2019
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) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	Europa School of English: year-round school for adults (18+) young learners (16+) and closed groups (10+)
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	June 2021
Ownership	Name of company: FG Languages Ltd (trading as 'Europa School of English') Company number: 13468369
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	Europa School of English, 45a Christchurch Road, Bournemouth BH1 3PA
Name and location of centres offering ELT at the time of the inspection but not visited	University of Exeter, Birks Grange Village, New North Road, Exeter EX4 4PQ
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

DATA ON CENTRES VISITED

1. Name of centre	Bournemouth
2. Name of centre	Winchester
3. Name of centre	N/a
4. Name of centre	N/a
5. Name of centre	N/a

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					
ELT/ESOL students	At inspection				
18 years and over	1	11			
17 years and under	168	192			
Overall total	169	203			
U18 programmes: advertised minimum age(s)	13	10			
U18 programmes: advertised maximum age(s)	17	17			
Predominant nationalities	Spanish, Italian, German				

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	14	18			
Total number of activity managers and staff	7	8			
Total number of management (non-academic) and administrative staff	4	4			
Total number of support staff	2	0			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years' relevant experience	1	1			
Academic managers without TEFLQ qualification or 3 years' relevant experience	1	0			
Total	2	1			
Comments					

The academic manager taught for 11.25 hours in the week of the inspection. The lead teachers did not teach.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	0	1			
TEFLI qualification	4	3			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	2	1			
Teachers without appropriate ELT/TESOL qualifications	6	12			
Total	12	17			
Comments					

None.

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited										
<i>Arranged by provider/agency</i>	Adults					Under 18s				
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	0	N/a				70	N/a			
Private home	N/a	N/a				N/a	N/a			
Home tuition	N/a	N/a				N/a	N/a			
Residential	1	11				98	192			
Hotel/guesthouse	N/a	N/a				N/a	N/a			
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a				N/a	N/a			
<i>Arranged by student/family/guardian</i>	Adults					Under 18s				
Staying with own family	N/a	N/a				N/a	N/a			
Staying in privately rented rooms/flats	N/a	N/a				N/a	N/a			
	Adults					Under 18s				
Overall totals	1	11				168	192			

Centres	1	2	3	4	5
Overall total adult students + under 18s	169	203			