

Organisation name	Kaplan Bournemouth
Inspection date	12–13 May 2026

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

Recommendation
We recommend continued accreditation. Evidence must be submitted within three months to demonstrate that weaknesses in P1 have been addressed.

Summary statement

The British Council inspected and accredited Kaplan Bournemouth in May 2026. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

Strengths were noted in the areas of strategic and quality management, staff management and development, student administration, learning resources, academic staff profile, academic management, care of students and leisure opportunities.

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

Introduction

Kaplan International Bournemouth is part of Kaplan International Languages (KIL), formerly part of the global Kaplan organisation. All the UK schools follow policies and procedures established by the head office in London and use coursebooks and online materials designed and produced centrally. Strategy, quality assurance, human resources, publicity, bookings and enrolments, course design, welfare and safeguarding are directed centrally but managed locally.

The inspection was carried out by two inspectors over two days. Meetings were held with the school director, student services manager (SSM), director of studies (DOS), regional accommodation coordinator, and social programme organiser. Focus group meetings were held with a group of students and teachers. All teachers

teaching in the week of the inspection were observed. One inspector had remote meetings/visits with one student residence and three homestay hosts.

Since the last inspection, the academic management structure has altered. Previously it consisted of the DOS, assistant director of studies (ADOS) and two academic support managers. The current structure is the DOS supported by the ADOS. In addition, the management of accommodation has been transferred to head office. The inspection took place shortly after KIL was procured from Kaplan by Inspirit Capital. There has been no immediate effect on the operations or direction of the schools, as a six to 12-month handover period was put in place to ensure a smooth transition to the new owners. School-based staff have retained their posts under the new ownership model.

Address of main site/head office

130-136 Poole Road, Bournemouth, Dorset, BH4 9EF.

Description of sites visited/observed

The school is located in a four-storey building in the centre of Westbourne, a suburb of Bournemouth. There is a car park for staff use in the basement. On the ground floor there is a reception area, two offices, a classroom, and a common room and games room for students. At this level there is a garden patio for student use. The first floor has ten classrooms, a 30+ lounge and a teachers' resources room. On the second floor there are seven classrooms, an office, a structured study centre, a 30+ workstation room, a quiet/prayer room and a second book room. On the third floor there is a staff room and an office for the DOS and the ADOS. There is a flat roof terrace leading from these rooms. There are small kitchens on the ground and third floor. There is a lift to the second floor.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☐	☐	☐	☐
General ELT for adults (18+) and young people (16+)	☒	☒	☐	☐
General ELT for juniors (under 18)	☒	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

The school offers General English courses of 15 hours a week in three-hour blocks, morning or afternoon, five days a week. These may be supplemented by skills sessions. The courses are either general English, business English, or an Introduction to IELTS course, and/or guided self-study sessions. The general English course has a 30+ option for students aged 30 or older. One-to-one classes are offered as required. Closed-group classes are offered to adults and under 18s. The exam preparation course is 15 hours plus six hours of skills sessions. Online courses are also offered.

Management profile

In the current management structure, the DOS and the SSM report to the school director. The ADOS reports to the DOS and the student services coordinator reports to the SSM. This structure is supported by head office functions in all areas. Marketing, admissions and accommodation are managed by head office.

Accommodation profile

Homestay and residential accommodation is offered. The majority of students are in homestays. One of the residences is managed and staffed by Kaplan Living and the other by a third party. In the summer, under 18s can be accommodated in the Kaplan Living residence. Both residences offer en-suite accommodation in flats with shared kitchen facilities. One inspector visited three homestays remotely and had an online meeting with the Kaplan Living residence manager.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and in accordance with the provider's very clearly stated goals and values, and their publicity. The structure of the organisation is well established, communication is very good, and student administration is carried out very efficiently and effectively. *Strategic and quality management*, *Staff management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable, pleasant and professional environment for work and relaxation. A very good range of learning resources is available, appropriate to the age and needs of the students, and they are very well organised. Guidance on the use of these resources is provided for students and staff where needed. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile which is highly appropriate to the context. Course design and learner management are effective. Teachers receive excellent support, and overall courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile* and *Academic management* are areas of strength.

Welfare and student services

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 very well met. Students benefit from well-managed out-of-class activities. Accommodation is generally suitable, but some issues require attention. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. 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.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

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

Comments

M1 There is a mission statement and set of core values which are extremely clear and visible and are integral to the working of all aspects of the organisation.

M2 The school has a business plan in place with effective measures to monitor progress during implementation. The objectives and plans relate specifically to the mission and core values.

M4 Excellent levels of communication are in place in the school and with the wider group of schools. Good use is made of a range of channels, both formal and informal. Staff feel very well informed and engaged.

M5 There is a comprehensive range of mechanisms for feedback in place including week one feedback, quarterly student focus groups and end of course feedback. Student feedback influences strategic planning and there is good evidence that it is analysed and used to improve services.

M6 There are regular staff meetings where staff can give feedback, as well as an annual staff survey. Staff receive a summary of staff feedback and action taken as a result of it.

M7 There are comprehensive and regular review systems in place across all departments, including reference to previous inspection reports, comparison with other schools in the group and staff and student feedback.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M8 Comprehensive HR policies are in place and easily accessed through a digital platform. There is excellent staff well-being provision in place and staff feel valued and well supported.

M10 A detailed recruitment policy is in place, and it is consistently implemented with a strong focus on hiring staff who can support the school's profile and strategic goals.

M11 Induction procedures are detailed and thorough. Staff are provided with very useful information before commencing employment, then are supported through training, job shadowing and mentoring to ensure that they are well equipped to carry out their duties. Induction checklists are completed for all staff.

M12 Appraisal procedures are robust and include identifying achievements as well as targets for development. Staff reported that the process is very supportive.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Strength

Comments

M14 All staff provide very high levels of customer care. Student feedback is monitored closely for customer satisfaction levels, and staff are provided with customer service training.

M16 Enrolment procedures are very well managed at both a group and school-based level. Staff can easily retrieve information on all aspects of a student's booking and are extremely proficient in the CRM platform that is used. A team of multilingual sales staff at head office are able to assist students in their own languages, if necessary.

M20 The complaints procedure is written in consistently clear, accessible language and is available on notices and via a QR code. The school keeps records that demonstrate that complaints are treated seriously and that appropriate action is taken.

Publicity	Met
M21 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
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Not met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website. Brochures and mini brochures are available to download. In addition, the school has a social media presence on various platforms.

M22 The description of Bournemouth and the school on the school homepage is written in language that is inaccessible to speakers of English at level B1. This was rectified shortly after the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength

Comments

P1 Security and safety measures are in place including risk assessments, routine checks and training, including fire marshal training. However, during the inspection, it was found that a number of fire doors which should be kept closed were propped open.

P2 Premises, including toilets, are very well maintained with regular and comprehensive decorating and maintenance checks. Cleaning arrangements ensure that premises are kept clean throughout the day.

P4 The school provides a welcoming environment that encourages students to stay on the premises and socialise. This includes a good-sized student lounge with comfortable seating and facilities including a kitchen, games and activities.

P5 Signage is very clear, consistent, visually attractive, informative, up to date, regularly maintained and is positioned in appropriate locations.

P6 Staff spaces include a very well-organised and resourced teacher's room as well as areas where staff can relax and prepare food and drinks and a large outdoor terrace area which is available for them to use.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength

P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
P7 Physical and digital resources are very well organised. and there is wide range of learning materials to supplement coursebooks and support non-coursebook based classes. P8 A very good range of materials is available. The school pays for subscriptions to a range of professional journals and online resources. There are regular opportunities for teachers to share their favourite materials and tools. P9 There is excellent provision of educational technology in classrooms. Technology is well maintained and used regularly and confidently.	

Teaching and learning

Academic staff profile	Area of strength
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile that is clearly appropriate to the school's context with a highly experienced and well-qualified team in place. The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.	

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength
Comments	

T5 There is a nominated cover person in addition to the academic manager meaning that cover arrangements are extensive and there is 'cover for cover'.

T7 Induction is thorough and detailed. It is paid and includes observations of classes, and videos covering most aspects of academic administration. New teachers are supported by a buddy and timetables are designed to ensure that they can be appropriately supported.

T8 Day-to-day support for teachers is designed to meet both student and teacher's needs. The academic lead demonstrates an excellent understanding of the teaching team's strengths, areas for development and student feedback and provides support accordingly.

T9 All year-round teachers are formally observed twice per year and seasonal teachers at least once. Observations are thorough and last for a full 90-minute lesson. Detailed constructive feedback is provided to teachers.

T10 CPD comes in a variety of forms including regular workshops and sharing sessions which are planned based on student feedback and the teaching team's needs. Sessions are led by academic managers and teachers. In addition, all teachers are encouraged to take part in peer observations.

Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

Comments

T11 There is a clear statement of principles, clearly communicated to teachers and supported by bespoke materials for each course. Outcomes are closely aligned to the CEFR.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T18 Guidance and support is offered on examination courses available at the school. Students can also access the services of Kaplan's university placement service team should they wish to progress to mainstream UK education.

Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	General English, including afternoon skills classes.

Comments

None.

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 The language used for illustration, explanation and exemplification by all teachers was appropriate to the students' level. In the majority of classes examples and explanations were relevant, concise and memorable.

T20 Lesson plans were consistently based on student profiles, course objectives, the scheme of work and curriculum. The topics and materials selected were appropriate. In stronger segments, there was evidence of the class profile being referred to in the planned procedure and activities of the lesson.

T21 In nearly all cases, learning outcomes were appropriately stated and referred to what students would be able to do better as a result of the lesson. There was a clear link between learning outcomes and activities, and in most classes, obvious movement from the familiar/known to the unfamiliar/new.

T22 In all classes observed, there was evidence of a range of techniques to present and practise language and to develop skills. Most teachers demonstrated techniques appropriate to the course context, including concept checking, effective elicitation, questioning and instruction-giving.

T23 Almost all teachers made competent use of any learning resources available. They demonstrated confident and imaginative use of technology, and boardwork was clear and engaging.

T24 In general, teachers monitored students' performance and provided appropriate feedback. In all classes, praise was used effectively as a tool for feedback and for motivating students.

T25 Nearly all lessons included reflection and/or activities linked to previous learning. The classes were structured to ensure that students were provided opportunities to demonstrate their ability to use recently learned language.

T26 The vast majority of classes had very high levels of student engagement. Nearly all teachers demonstrated good voice projection and energy, and varied the mode and pace during the lesson, as appropriate to the task, the age and level of the students.

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Met

Comments

W1 The major incident plan is highly comprehensive and covers both on-site and off-site situations. Staff receive thorough training and briefing, while students are sensitively informed about staying safe and the procedures to follow in an emergency. Specific emergency arrangements are also in place for excursions.

W2 A very good level of pastoral care is evident. All staff are encouraged to be aware of students' potential needs and who to refer issues to. Five staff members are trained in mental health first aid and there is good awareness of additional needs.

W3 Clear policies on tolerance, respect, and anti-bullying are established. Students are informed of these and the student code of conduct through various channels, including via a QR code. All staff have completed inclusivity training, and both teaching materials and extracurricular activities actively promote inclusivity and diversity.

W5 Students receive comprehensive and ongoing guidance before arrival and throughout their time at the school through multiple accessible channels, including QR codes. At the end of induction, students are "quizzed" on their understanding. Pre-arrival advice about public transport options is personalised to individual needs.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Not met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength

W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Not met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W8 Although cleaning expectations are clearly communicated to homestay and residential accommodation providers, student feedback has highlighted concerns about cleanliness in both types of accommodation, and in one residence in particular.

W10 Students receive personalised information about their accommodation including travel times. Homestay students receive a 'pen portrait' describing their hosts and providing contact details so they can contact them in advance.

W11 Procedures for identifying and resolving accommodation issues are generally effective; however, feedback suggests that some problems, as in the case of residential accommodation issues, remain unresolved.

W12 Rules, terms and conditions are shared effectively with providers through a variety of channels, including a very clearly presented homestay handbook.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in the above area are fully met.

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

The relevant criterion in the above area is fully met.

Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

W19 Students receive clear and appropriate information about local events and activities and are supported with travel planning and bookings when making their own arrangements. Photos of activities are regularly shared within the school and on social media to raise awareness and interest. A trusted local organisation also provides a weekend excursion programme.

W20 A wide range of activities is available to cater for students of different ages and interests. Students are consulted and invited to contribute ideas to the programme. The summer programme is adapted appropriately to meet the needs of a different student profile.

W21 The programme is very well organised, and excursions are carefully planned and prepared. Activity and excursion leaders, who are usually teachers, are well briefed and have suitable knowledge and interests.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
Comments	
During the inspection there were six students aged 16–17. In the summer, the number of under 18s increases. Under 16s can be enrolled in closed groups, but 16 has been the minimum age in recent years. All criteria in the above area are fully met.	

Declaration of legal and regulatory compliance

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

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

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

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

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

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

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	1982 (as Angloworld)
Last full inspection	November 2022
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a

Other related non-accredited schools/centres/affiliates	N/a
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Private sector

Date of foundation	September 1987
Ownership	Name of company: Aspect International Language Academies Ltd. Company number: 2162156
Other accreditation/inspection	N/a

Premises profile

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

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	128	139
Full-time ELT (15+ hours per week) aged 16–17 years	6	82
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	134	221
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–25	16–25
Adult programmes: typical length of stay	8	4
Adult programmes: predominant nationalities	Saudi, Turkish, Korean	Italian, Spanish, Swiss,
Junior programmes: advertised minimum age	0	16
Junior programmes: advertised maximum age	0	20
Junior programmes: typical length of stay	0	2
Junior programmes: predominant nationalities	0	Italian, Spanish, Swiss

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	11	18
Number teaching ELT 20 hours and over a week	5	
Number teaching ELT under 20 hours a week	6	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2

Comments

None.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	7
TEFLI qualification	4
ATEFL registered portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	11
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	58	6
Private home	39	0
Home tuition	0	0
Residential	31	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying in own home, with own family or in privately rented rooms/flats	0	0
Overall totals adults/under 18s	128	6
Overall total adults + under 18s	134	

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in P1 have been addressed.