

Organisation name	Kings Bournemouth
Inspection date	9–11 October 2018

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

Recommendation
We recommend continued accreditation.

**Summary statement**

The British Council inspected and accredited Kings Bournemouth in October 2018. 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](http://www.britishcouncil.org/education/accreditation) for details).

This large private language school offers courses in general English and academic English for adults (16+) and for under 18s, and vacation courses for adults (16+) and for under 18s.

Strengths were noted in the areas of strategic and quality management, academic staff profile, teaching, care of students, leisure opportunities and safeguarding under 18s.

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

## Introduction

Kings Bournemouth (KB), which has operated as a language school since 1957, is part of Kings Colleges, a division of Kings Education, based in Hove. KB has two departments: the original EFL department, which is headed by an academic team of a director of studies (DoS), an EFL development manager, an EFL co-ordinator and a team of four senior teachers with specific responsibilities and whose classes take place at 51 Braidley Road (51 BR) and on the third floor of a three storey office block in Saint Peter's Quarters (SPQ). The academic department, which is headed by the principal, the director of academic studies and the heads of each subject department, is based at 58 Braidley Road (58 BR).

The academic department offers pre-university courses including GCSE, A level preparation and a university foundation course. The inspection included the English language component of the academic programmes. The EFL department runs general English courses and examination preparation courses as well as vacation courses.

Recent changes at the school include the appointment of a principal in August 2017, who oversees both departments. In the spring of 2018 the previous EFL DoS was given the post of EFL development manager and the assistant EFL DoS (ADoS) was promoted to DoS. A new post of college resources manager, responsible for health and safety, the IT network and premises, was taken up by the existing network manager in the summer of 2018. A human resources administrator was also recruited in the summer to audit and manage the HR files.

A rolling plan to refurbish the older school buildings (51 and 58 BR) is underway and 58 has recently had major roof repairs. New student toilet facilities have been installed in 58 and some common areas have been redecorated.

The inspection lasted two and a half days. Interviews were held with the principal, the academic and EFL DoSs, the EFL development manager, the HR administrator, the bursar, the college resources manager, the senior registrar and the registrar, the college services manager, the accommodation and welfare manager, the student support manager and the student support officer, and a senior teacher with responsibility for the virtual learning environment (VLE). Of the 25 teachers timetabled on EFL courses during the inspection, 23 were observed once. The remaining two teachers were both on sick leave. Two teacher and two student focus group meetings were held. One inspector visited two residences and two homestays.

## Address of main site/head office

58 Braidley Road, Bournemouth BH2 6LD

## Description of sites visited

KB occupies three buildings, all of them leased. Two of them (51 and 58 BR) stand on opposite sides of a residential road ten minutes' walk from the centre of Bournemouth, while the third, SPQ, acquired in June 2014, occupies the whole of the third floor of a three-storey office block in the centre of the town.

58 BR is the original school building and it currently houses classrooms for the majority of the academic courses as well as offices for most of the departments in the school. It is a large, detached Victorian villa, the original Kings School, set in its own grounds with a multi-sports court and an outdoor seating area outside the cafeteria. Above the cafeteria there is a student lounge/study room. There is a garden building in the grounds which can be used as a prayer room or for quiet reflection. The 14 classrooms are used exclusively for academic courses in the school year and for junior courses in the summer. There are offices for the principal, the academic (DoSs) and the two academic administrators, the accounts staff, the college services manager, the accommodation and welfare staff, and for the bookings and travel staff. There are also two staffrooms for the academic staff and a reception area.

51 BR is also a detached house standing in its own grounds. There is a large car park on two sides of the building and an outdoor seating area at the back. 51 is used exclusively for EFL classes and has 14 classrooms, a library, two computer rooms, a reception area, an office for the EFL DoS, a student lounge with student services desk, and four other offices.

SPQ was refurbished when it was acquired in June 2014. It is used for higher level EFL courses. There is a large reception area, which doubles as a student relaxation area and 12 classrooms, a computer room, two staffrooms, two student relaxation and study rooms, and one office. A lift provides access to the third floor with a staircase alongside it.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

The ELT department (at 51 and SPQ) offers intensive English (21 hours per week), Diploma of English, (21 hours per week) English plus international business, and examination preparation courses, all of which are 21 hours per week. A 'compact' English course (15 hours per week) is also offered. One-to-one classes are available for academic students who arrive with a level of English that does not permit them to start their academic course immediately. ELT courses for junior students (14–17 or 13–17 in closed groups) take place throughout the year and are located at 58, where there are no adult students.

Courses for academic students on GCSE, A level and foundation programmes include the following English components: EAP, examination preparation and writing skills classes.

### Accommodation profile

Four residences are used in different areas, all in buildings leased and managed by Kings. Homestay is also offered. Two homestays, and the Town Centre and Charminster residences were visited during this inspection. The Town Centre residence, for students aged 18 and over, has 13 ensuite rooms, of which four are twins and the remainder single, on two floors. It is a self-catering residence, and there is a large shared kitchen, a student lounge and a laundry room. The Charminster residence caters for students aged 14 to 18, and offers a mix of single and twin ensuite rooms. There is a communal area with sofas and television, a laundry room, and a kitchen/dining area. There are residential house parents; all meals are provided and the residence has its own chef.

Both of the homestay hosts visited accept under 18s. Each was in a different part of the city but within 30 minutes' journey from the school. One home was able to host up to four students in a twin and two single rooms. The other host could accept two students in single rooms, but normally hosts only one, with the use of a dedicated bathroom downstairs.

### 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 stated goals, values and publicity. Communication is very effective and systems and practices are regularly reviewed. *Strategic and quality management* is an area 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 and professional environment for work and relaxation. A wide range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources by staff and students is provided by dedicated staff.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic team has a strong professional profile 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 met the requirements of the Scheme. *Academic staff profile* and *Teaching* 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 fully met. Students benefit from well-managed student services, including out-of-class activities and suitable accommodation. *Care of students* and *Leisure opportunities* are areas of strength.

#### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is excellent provision for the

safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided. *Safeguarding under 18s* is an area of strength.

## 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.	Met
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.	Strength
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.	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.	Strength

### Comments

M2 A comprehensive strategic plan has been devised that addresses operational, welfare and academic issues. A senior management team has been formed to implement the plan and progress is reviewed regularly.

M3 There is a clearly documented structure within the school and the wider group and lines of reporting are clear. Staff are identified by photoboards in the school. Departmental teams work closely together and, through job shadowing, and through the system of whole school training, have a good understanding of each other's roles.

M4 A wide range of measures is in place to ensure effective communication. In addition to daily informal contact among the staff, regular minuted meetings take place among managers, teachers and support staff. Further group-wide meetings are scheduled annually to discuss strategic and operational matters and directors of studies attend a group DoS forum at one of the centres each year. Members of the senior management team visit the school to monitor and support the management teams.

M5 There are well-designed systems in place to collect and analyse student feedback, which feeds into the review cycle. In addition to surveys, student council meetings take place regularly and the minutes are posted in classrooms.

M7 The reviewing of all aspects of the school is an ongoing process and takes place through continuous monitoring and evaluation procedures.

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

### Comments

M12 A complex and thorough system of appraisals takes place for all staff in continuous employment, including the management team. Appraisals are linked to self-evaluation exercises for teachers, who are given systems with which to reflect on their performance. However, some staff who are not in continuous employment have not been involved in an appraisal process.

M13 A whole school approach is taken to continuing professional development (CPD), which is divided in to three

areas: essential training, teaching and learning and self-directed learning. Academic and non-academic staff are invited to share their roles during training. Teachers attend weekly CPD sessions in which they may receive practical training or use the time to discuss and record notes on action research and supported experimentation projects.

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

M19 There is a very robust attendance policy and procedures are followed closely. Absences are quickly reported electronically by teachers and managed by student services staff. Records of attendance are available to students and parents via the school's virtual learning environment (VLE).

<b>Publicity</b>	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.	Not 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.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

#### Comments

The school's main medium of publicity is a website, a separate website for the junior summer programme and printed brochures for the ELT, academic and junior programmes. Social media are also used for publicity.

M23 Some of the language used in publicity, particularly in the testimonials made by universities, is inaccessible to learners whose level is below B1.

M24 Overall, information on courses is accurate. However, during the inspection it was reported by a number of staff that class sizes occasionally exceeded the maximum number at busy times.

M29 A description of the junior summer programme incorrectly described the premises as 'a British Council recognised summer school'. This statement was changed during the inspection and is no longer a point to be addressed.

### Premises and resources

<b>Premises and facilities</b>	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.	Strength
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

P5 Signage is very clear and consistent and branding creates a sense of identity. Directional signage is effective and floor plans are located in reception areas. Staff photoboards make job roles clear to students. Noticeboards are uncluttered and well organised, giving up-to-date information on policies, leisure activities, welfare and academic issues. Digital displays are used effectively to publicise events and reminders.

<b>Learning resources</b>	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.	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.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

P10 The school's VLE is integral to each course and provides a very wide range of supplementary material and links to study websites. The library is well stocked with materials to help students improve their language skills and prepare for exams, and computer rooms are available in each building.  
P11 A full time librarian is available in the school library to offer guidance and support with independent learning. Computer rooms are used regularly in timetabled sessions as well as outside class times. Wall displays in computer rooms offer advice on the use of websites for study.

### Teaching and learning

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

#### Comments

T2 Over 60 per cent of the teachers are TEFLQ, including all teachers timetabled on EAP courses during the inspection.  
T3 The team as a whole has a wide range of skills and knowledge relating to the courses that are taught. CPD sessions include training which is targeted on specific course types.

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Met

T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

#### Comments

T8 Continuous enrolment is managed very effectively. The class 'week' begins on a Tuesday to allow new students to be tested and inducted on Monday. Weekly schemes of work are discrete and the teachers' handbook gives good advice on how to integrate new students.

T10 The observation process is varied and thorough. New teachers are observed within two weeks. In addition to formal annual observations, the DoSs also carry out learning walks periodically or following negative feedback and teachers are encouraged to conduct peer observations followed by reflection. In the academic school, lesson observations are linked to the performance management process.

<b>Course design and implementation</b>	Met
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.	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.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

#### Comments

T15 Training in study skills is integral to all courses. Schemes of work are linked to extra activities on the VLE and students are shown in class where to access them. Academic students do supervised 'prep' in their boarding house. Teachers are observed and trained in giving advice on recording vocabulary and taking notes. Tutorial documents give guidance in study and learning strategies. The VLE is available to all students for three months after the end of their course.

T16 Courses include an enrichment programme, which encourages students to look beyond the classroom. In addition to this, the students produce and perform in a play at Christmas and are encouraged to become involved in fundraising activities for a Kings group charity. A conversation club, led by a teacher, runs weekly.

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

#### Comments

T18 Procedures for monitoring students' progress are clear and accessible. The VLE is used to record progress tests and tutorial notes which can be accessed in each individual's online file. Students are given targets which are mapped against their actual progress and indicated on the 'Kings scale', stored on the VLE.

T22 A specialist team of staff gives advice and guidance on university applications and information on universities is also available in the library. Students are assisted with finding voluntary work and work placements and are supported when writing personal statements.

### Classroom observation record

Number of teachers seen	21
Number of observations	21
Parts of programme(s) observed	General ELT, examination preparation classes in both the academic and ELT schools, EAP and English for business

### Comments

It was not possible to observe two of the teachers who were on sick leave during the inspection.

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

### Comments

T23 In all lesson segments, teachers provided accurate written and oral models of the language and used terminology appropriately. Some of the stronger segments included a detailed pronunciation focus and most teachers used labelling to indicate word class and stress. In a few cases, meaning was dealt with more superficially and teachers missed opportunities to explore the language in depth.

T24 Detailed student profiles were provided and some included differentiation, though in most cases this was limited to pairing of students with mixed abilities. Lesson content, primarily coursebook based, was appropriate to the lesson type and teachers had good specialist knowledge.

T25 It was evident from lesson plans that learning outcomes had been considered and the activities led to achieving them. Generally lesson staging was logical and there were some good examples of systematic skill-building strategies.

T26 A wide range of effective techniques was observed including some imaginative and varied methods of eliciting, nominating, drilling and giving feedback. Teachers were frequently observed reviewing language, prompting and working from examples.

T27 Interactive whiteboards and data projectors were skilfully used to elicit or give feedback. Teachers used electronic resources simultaneously with whiteboards and coursebooks. Electronic coursebook materials were frequently displayed. Whiteboards were generally clear.

T28 Teachers encouraged peer correction and gave prompts for self-correction. Teachers were generally able to highlight an error type in order to elicit production of the correct form. Several examples of homework correction were observed.

T29 Learning was generally checked through monitoring of pairwork, checking of homework, and plenary feedback.

T30 There was a purposeful atmosphere in every class and students were generally engaged throughout. Teachers personalised content, used nomination techniques very effectively and graded language well to keep students involved in activities.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory with the

majority being good or very good. Knowledge of linguistic systems was sound. Teachers used a wide range of techniques to elicit and clarify language and tasks were varied and student centred. Teaching resources were used imaginatively to enhance the learning experience. Students were engaged in their lessons and there was a positive learning atmosphere throughout.

## Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Strength
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.	Strength
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.	Strength
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.	Strength
W8 Students have access to adequate health care provision.	Met

### Comments

W1 There is a strong emphasis on the safety and security of students on the premises, supported by clearly documented systems and procedures. Responsibility for this area is set out in the college resources manager's job description, and designated fire marshals undergo training.

W2 The organisation's critical incident plan sets out comprehensive procedures for handling a security or safety emergency on and around the premises, on excursions and where students live. Procedures for verifying the whereabouts and safety of students and staff, and for communicating with all relevant parties are included.

W3 All staff are encouraged to be aware of students' potential needs and who to refer issues to. The organisation's commitment to safeguarding and welfare is written into all job descriptions, as well as information for hosts and group leaders. Proactive support is provided for under 18s.

W4 Information on this area is widely available through staff and student handbooks, posters in all classrooms, and student induction. Tolerance and respect are part of the organisation's ethos, and there are "respect" rules and reminders in every classroom.

W7 Students receive up to date and comprehensive information through many channels including pre-arrival information, handbooks and at induction. Information is clearly set out and available both in print and electronically.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
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.	Strength
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.	Strength

### Comments

W9 The accommodation seen was of a very high standard. In the two host families visited, bedrooms were spacious and comfortable, and in one home the student had exclusive use of a bathroom. Rooms in both

residences visited were spacious and well maintained with ensuite facilities. All accommodation seen provided controllable heating and Wi-Fi access.

W11 The inspection process is thorough and well-documented. The main homestay visitor has experience of being a host, and registers contain full information on the host and home, as well as short summary profiles so that strong points, issues, and additional information can be seen at a glance.

W15 Students in the focus group spoke very positively about the meals provided in their homestays, and in particular about the food at the Charminster residence. This is prepared by the residence's chef and was seen to be both varied and appetising.

<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**

All criteria in this area are fully met.

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

#### **Comments**

All applicable criteria in this area are fully met.

<b>Leisure opportunities</b>	Area of strength
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.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### **Comments**

W23 Students have access to a good range of events, excursions, sports and activities, through both the social programme and the wider college enrichment programme. All opportunities are well advertised and promoted with photographs and news, and information is provided on other local events and activities that students may be interested in.

W24 A very wide variety of activities available, wholly appropriate to students' ages and range of interests. The combination of the social and college enrichment programme ensures an excellent level of choice for all students, including those on longer courses.

W25 Programmes are well organised and resourced. The student services co-ordinator has personal oversight of all leisure opportunities, responds to requests and preferences, and keeps students informed and enthused. He is supported in summer by a team of activity leaders, for whom a handbook and guidelines are provided.

### **Safeguarding under 18s**

<b>Safeguarding under 18s</b>	Area of strength
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.	Strength

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.	Strength
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.	Strength
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

Under 18s are enrolled year round and form more than half of the total student body at peak. In the week of the inspection, there were 64 under 18s in the school.

S1 The safeguarding policy is comprehensive, and has clearly been framed with the help of both expertise and experience. It is implemented through and supported by relevant practical documents, including procedural guidelines and incident-reporting documentation.

S2 High levels of staff training and awareness are maintained. A committee co-ordinates all safeguarding issues and there are six designated safeguarding leads (DSLs). All staff, including homestay hosts for under 18s, are trained to advanced level, and DSLs, and boarding staff are trained to specialist level.

S6 There are thorough risk assessments leading to well-thought-out, safe arrangements. There are high staff-student ratios; group leaders are not included in these.

S7 Rules and restrictions are appropriate and made clear to parents in guidelines for consent, and to students at enrolment and induction. They are regularly reinforced and additional support is provided for homestays through their guidelines and reminders and updates. Appropriate curfews are in place and enforced.

### 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	1985
Last full inspection	2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited

Other related non-accredited activities (in brief) at this centre	Academic subject courses (GCSE, A-level, Foundation)
Other related accredited schools/centres/affiliates	Colleges in Oxford, London and Brighton and the USA; Kings Summer Centres
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	1957
Ownership	Name of company: Prime Education Ltd Company number: 06198271
Other accreditation/inspection	OFSTED

### Premises profile

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

### Student profile

	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	168	236
Full-time ELT (15+ hours per week) aged 16–17 years	50	252
Full-time ELT (15+ hours per week) aged under 16	14	132
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>232</b>	<b>620</b>
Junior programmes: advertised minimum age	14	14 (13 in groups)
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Swiss	French, Italian, Spanish
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–40	16–25
Adult programmes: typical length of stay	3–6 months	3–4 weeks
Adult programmes: predominant nationalities	Turkish, Korean, Swiss, Taiwanese, Saudi, Iranian	French, Italian, Spanish, Korean, Swiss, Saudi, Turkish

### Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	18 (EFL); 5 (academic)	35 (EFL: adult & junior); 6 (academic)
Number teaching ELT 20 hours and over a week	10 (EFL); 2 (academic)	
Number teaching ELT under 19 hours a week	8 (EFL); 3 (academic)	
Number of academic managers for eligible ELT courses	3 (EFL inc 1 part time); 4 (academic)	3 (EFL: adult & junior); 4 (academic)
Number of management (non-academic) and administrative staff working on eligible ELT courses	3 (EFL inc 1 part-time); 2 (academic)	
Total number of support staff	38	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2 (EFL); 4 (academic)
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	6

**Comments**

The EFL managers are based at 51 BR and manage EFL provision only; the EFL DoS does not have regular scheduled teaching hours. The managers in the academic department at 58 BR manage both the EFL provision and other subject areas. The academic DoS is timetabled to teach four hours a week.

**Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	21
TEFLI qualification	9
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	31
<b>Comments</b>	

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	72	37
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	48	24
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	48	3
<b>Overall totals adults/under 18s</b>		
	168	64
<b>Overall total adults + under 18s</b>	232	