

Organisation name	Kings Education Bournemouth
Inspection date	13–14 June 2023 19 March 2024

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.	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.

Summary statement
<p>The British Council inspected and accredited Kings Education, Bournemouth in June 2023 and March 2024. 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).</p> <p>This private language school offers courses in general and academic English and other academic subjects for adults (18+) and young people (16+), and under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, academic management, learner management, care of students, accommodation, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Kings Bournemouth (KB) originally opened as an EFL centre in 1957. The college is part of the Kings Education group, which runs colleges in the UK and the USA. The Kings Education group in the UK consists of four centres in Bournemouth, Brighton, London and Oxford as well as seven Kings Young Learner centres in the summer. Some departments and services, such as IT, marketing and sales, and admissions and bookings are managed centrally from Hove.

In 2008 the group was purchased by Prime Education. In 2009 the company started the process of restructuring the schools to cater both for English language programmes and for a range of academic programmes, including A levels, GCSE and foundation year courses.

The inspection consisted of two separate visits. The first visit was conducted by two inspectors and took two days. Meetings were held with the principal, director of studies (DoS), EFL development manager, college services manager, admissions manager, welfare co-ordinator, homestay manager, and head of web design. A focus group meeting was held with teachers and another with students. All teachers timetabled during the inspection were observed, and one inspector visited a residence and conducted a virtual tour of three homestays. The second visit was conducted by one inspector and focused on observing young learner (YL) and academic English (AE) classes, which were not running at the time of the first inspection. The inspector also conducted separate focus group meetings with junior students, group leaders, and teachers on the AE and YL courses. Meetings were also held with the principal and the DoS.

Address of main site/head office

58 Braidley Road, Bournemouth BH2 6LD

Description of sites visited

KB occupies two buildings at 51 and 58 Braidley Road (BR) on opposite sides of a residential road ten minutes' walk from the centre of Bournemouth. 58 BR 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, set in its own grounds with a multi-sports court and an outdoor seating area outside the cafeteria. There are also a number of table-tennis tables in the grounds. Above the cafeteria, there is a student lounge/study room/classroom. There is a garden building in the grounds which can be used as a study space. 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 DoS and the two academic administrators, the accounts staff, the college services manager, and the accommodation and welfare 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. The second building is used exclusively for EFL classes and has 14 classrooms, a library, two computer rooms, a self-access centre, a reception area, an office for the EFL DoS, a student lounge, a teachers' room, and offices for HR and admissions staff.

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

The college offers courses in general English (15 hours), and intensive English (21 hours). The intensive English programme combines general English with a number of special interest options. The college also offers a diploma of intensive English (28 hours) for long-term students (24–48 weeks). The academic courses comprise the academic study programme (17+) for students looking for a gap-year experience, GCSE (14+), as well as university preparation courses including A levels, and foundation courses. In the summer, vacation courses for juniors are run.

At the time of the first inspection, general and intensive English classes were running. At the time of the second, as well as the general/intensive English courses, a closed group of Italian juniors was being taught in two classes, and two IGCSE classes were also running.

Management profile

There is an executive team structure consisting of the board, who the CEO reports to, and a director of operations (DOO) who reports to the CEO. The college principal reports to the DOO. At the college level, the principal manages the senior leadership team consisting of the DoS (academic), DoS (EFL), and the college services manager (CSM). The accounts manager, welfare co-ordinator and EFL development manager also report to the principal. The CSM manages a large team including the EFL administrator, homestay manager, house parents, and canteen staff. The two DoSs manage the teaching teams in their respective departments.

Accommodation profile

The school offers homestay accommodation with approximately 200 hosts. Throughout the year Kings Bournemouth also uses three residences in Bournemouth and an additional two in the summer. One of the year-round residences is exclusively for the school's under 18s.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Strategic and quality management systems are very effective and human resources provision is good although no evidence was seen that job descriptions are reviewed regularly. Students receive excellent customer service. Publicity is attractive but information regarding the costs of course materials is not clear. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard. The premises are clean and attractive with good provision of both indoor and outdoor spaces for students to relax and eat. The teachers' room provides ample space for teachers to prepare their lessons and is also furnished with a kitchenette. Teachers have access to a wide range of resources, but the system of loaning coursebooks to students is not popular with either teachers or students. There is a well-stocked self-study space available to students.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff profile is good, and academic management systems are very strong. A systematic focus on study and learning strategies is missing from course design, but students are given ample opportunity to develop their language outside the classroom. Academic reports are well designed, and students receive excellent support should they be interested in progressing to mainstream education. *Academic management* and *Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security, safety and information are well met. The homestay and residential accommodation provided is suitable for the ages and backgrounds of the students, and appropriate systems are generally managed effectively by accommodation and welfare staff. A very good range of social and cultural events and activities is available and matched to students' needs. *Care of students*, *Accommodation* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is appropriate provision for the safeguarding of students under the age of 18 within the school, and accommodation is particularly well managed. A very comprehensive safeguarding policy is made known to all staff and homestay hosts, and a good level of training is provided. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

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

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.	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.	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

M1 The mission statement is very clear and further supported by a statement on the importance of community at the college. It is evident that this informs the ethos of KB, and it is clearly integral to how the organisation operates.

M4 Communication channels are highly effective. There are regular minuted meetings with clear agendas and action points as well as less formal channels. Opportunities exist for staff in similar roles within the college group to communicate and share best practice. Staff spoke very positively of communication within the college.

M5 Feedback systems for both students and staff are also good, and evidence was seen of trends acted upon. Students and staff spoken to in focus groups all felt supported and listened to.

M7 Procedures for reviewing systems are very robust. The school development plan and minutes from quarterly review meetings show how feedback systems as well as inspection reports all feed into this process.

Staff management and development	Met
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 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.	Strength
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.	Met

Comments

M8 There is a comprehensive collection of human resources (HR) policies in the HR handbook. They are a key part of the induction process, and all staff sign to show their understanding of them. Staff spoken to felt very well supported by the college.

M11 Induction procedures are highly effective. Documentation and record keeping is good, and all staff spoken to felt that it was a very thorough and useful process. Wherever possible new staff are given the opportunity to shadow existing staff as part of this process.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory 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 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

M14 It is very clear from recorded feedback, as well as speaking to students, that they receive an excellent level of customer service at the college.

M19 Students are made aware of the importance of attendance upon arrival. A high percentage is expected, and there is a system of sanctions in place to manage absenteeism. Record keeping is very good and provides evidence of consistent follow up.

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.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not 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.	Met

Comments

Publicity comprises a website 'Kings English' which sits within the Kings Education website. The websites have a number of downloadable fact sheets. The college also has a number of social media channels.

M22 The website gives rise to mostly realistic expectations, but there were a small number of minor details that were inaccurate. Most of these were amended during the inspection and are no longer points to be addressed.

M23 The Kings English website makes good use of photographs and icons and uses relatively little text, making it very accessible to those for whom English is a second language.

M25 Most of the information on costs is clear, but the statement on course materials being included is misleading (coursebooks are loaned), and no indication is given of external examination costs on the downloadable price list.

M26 The information provided regarding the level of care given to students under 18 is very good, but being amongst a long list of policies, it is not easy to find.

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.	Strength
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.	Strength
Comments	
P3 Both buildings have attractive indoor and outdoor seating areas where students can relax and eat.	
P6 There is a staff kitchenette in both buildings and teachers' rooms are large and benefit from natural light.	
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.	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.	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	
P7 In the focus groups, both teachers and students commented that the system of loaning coursebooks to students which they cannot write in is not conducive to learning. No evidence was seen of systems in place to mitigate this.	
P8 There is a wide range of well-organised resources for teachers.	
P10 There is an attractive self-access centre with a good range of resources for independent learning.	
P11 The self-access centre is staffed on a regular basis, and a senior member of the academic team is responsible for promoting and delivering this service to students.	

Teaching and learning

Academic staff profile	Met
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.	Met
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	
T1 A policy rationale was submitted for teachers without a Level 6 qualification. The policy details how the academic, professional, or linguistic backgrounds of these teachers mitigate the lack of formal qualifications. This is further supported by effective systems including a 'buddy' programme, peer observations, and continuing professional development.	
T2 One teacher on the academic English programme is without a TEFLQ qualification. A rationale was submitted and accepted due to the teacher's professional background.	
T3 The teaching team has a good range of experience and skills appropriate to their context at KB. This includes relevant degree-level studies and linguistic backgrounds.	
Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
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.	Strength
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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T5 Careful thought goes into the matching of teachers to courses to ensure that whilst individual preferences are taken into consideration, the development needs of individual teachers are also met ensuring a capable and flexible teaching team.

T7 As well as the academic management team, there are a number of local teachers who are available for cover work. Schemes of work support the continuity of teaching by cover teachers.

T9 Teachers were very happy with the support they receive from the academic management team as a whole and appreciative of the regular opportunities for peer observations.

Course design and implementation	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.	Strength
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.	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.	Strength

Comments

T12 Course design is reviewed regularly, as teachers are encouraged to provide ongoing feedback via the schemes of work. Student feedback is also analysed, and examples were given of changes made in response to suggestions, such as a 'grammar refresh' option in the afternoons for students wishing to cover language areas missed due to continuous enrolment.

T15 The schemes of work do not include a systematic focus on study and learning strategies. This is dependent on the coursebook used, some of which do not cover this explicitly.

T16 Students are encouraged to develop their language outside the classroom with a good variety of opportunities that involve integration with the local environment, such as surveys, volunteering and tasks to include homestay hosts.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
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.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments

T17 Initial placement covers all relevant areas, and the identification of special educational needs is factored into the process.

T21 Academic reports are provided to all long-term students (12 weeks or more) and can be requested by shorter-term students. The reports are very detailed, and benchmarking test results are presented in graph format.

T22 As a sixth-form college, Kings Bournemouth is very well placed to offer support and advice in this area. There are weekly university counselling sessions available on request with the HoE.

Classroom observation record

Number of teachers seen	14
Number of observations	14
Parts of programme(s) observed	General English (16+), General English (juniors), IGCSE
Comments	

At the time of the first inspection, neither the academic English nor the junior programmes were running. These were sampled during the supplementary inspection.

Teaching: classroom observation	Met
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.	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.	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 the segments seen, clear and natural models were given appropriate to the level of the learners. Teachers showed suitable knowledge of language systems and in stronger segments, a useful focus on pronunciation was seen.

T24 Student profiles of learners were mostly detailed and showed a good understanding of the students' backgrounds and learning needs. In the stronger segments, these needs were reflected in the lesson plan.

T25 Lesson outcomes were made clear to students on whiteboards, and most of the lessons were logically staged. In the weaker examples, students were set tasks that were too challenging and where pre-teaching/preparation tasks were missing. However, in the stronger segments, good preparation stages and extension stages at either end of activities were included.

T26 Although a range of teaching techniques was seen, such as elicitation, drilling, and nomination, in many segments there was an absence of the checking of instructions. In these segments, this resulted in students not understanding the tasks they were attempting.

T27 The classroom was generally managed satisfactorily. Technology was used with confidence, and pair and group work were managed efficiently.

T28 Praise and encouragement were effective and appropriate. Some good instances of error correction were seen, from unobtrusive use of reformulation to elicited self or peer correction as well as a delayed focus following fluency activities.

T29 The evaluation of learning was achieved mainly through the use of checking stages during the lesson. In weaker segments, opportunities for concept checking and personalisation were missed, but in the stronger examples, this was done effectively.

T30 Overall, teachers created a very positive learning environment. Teachers were calm, supportive, and engaging. The majority of students were very much engaged with their learning. Rapport between teachers and students was mostly very good.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to unsatisfactory against the criteria with the majority being satisfactory. Natural models of the English language were given, and student profiles showed awareness of individual students' needs. Some teaching techniques were used confidently, but the checking of instructions was inadequate. Praise and feedback on student errors were well managed, and teachers created an engaging and purposeful learning environment.

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.	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.	Strength
W8 Students have access to adequate health care provision.	Strength
Comments	

W1 The safety and security of students on all premises is ensured through a number of measures that include detailed up-to-date premises risk assessments, clear policies, and trained fire wardens.

W2 There are detailed procedures in place for handling safety and security emergencies in a wide number of contexts. The critical incidents committee meets regularly, and students receive sensitive briefings on how to respond in the event of an emergency.

W3 Very good pastoral care is available to students through welfare personnel with counselling training and other staff. There are numerous posters around the school identifying who will help students with any problems they might have. Specific pastoral arrangements are in place for under 18s.

W7 Students receive relevant information before and on arrival. Information is up to date, comprehensive, and available in multiple formats.

W8 Information to students about health care provision is clear and school staff will escort students to medical appointments if required. All residential staff have first aid training. The school also has its own on-site first aid room.

Accommodation (W9–W22 as applicable)	Area of strength
<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.	Strength
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.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	

W9 The residence for under 18s is of a very good standard. The hosts inspected remotely were caring and offered a good level of accommodation. Students in the focus group spoke positively about their hosts.

W11 The school has detailed procedures for initially visiting homestays and hosts taking under 18s are inspected annually.

W12 Accommodation confirmations for students are detailed and include pen portraits of homestay hosts.

Factsheets for residential accommodation are comprehensive and provide useful information about local amenities.

W14 Terms and conditions are clearly explained to hosts both orally and in writing. Hosts also receive a quarterly update detailing any adjustments and updates on the services required from them.

<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 subsection 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 relevant criteria are fully met.	

Leisure opportunities	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.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
<p>W23 Students have detailed information about local activities and events through a location factsheet, noticeboard and flat screen displays and social media posts.</p> <p>W24 The comprehensive leisure programme offered includes enrichment talks and activities and sport events. Great attention is paid to ensuring that both academic and EFL students receive activities that meet their needs and are timetabled at appropriate times for them to attend.</p> <p>W25 Activities and excursions are well prepared, staff are fully briefed, and students receive handouts when required. Events are assessed for their suitability for any students with disabilities.</p> <p>W26 Detailed risk assessments for both on-site and off-site events are drawn up by appropriately trained staff; these documents are systematically updated on the basis of feedback.</p>	

Safeguarding under 18s

Safeguarding under 18s	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.	Met
S7 There are suitable arrangements for the accommodation of students.	Strength
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

Throughout the year, the college accepts 16 and 17 year-olds on EFL adult courses and students from the age of 14 on academic programmes. Closed groups of younger students are also run throughout the year. In the summer, 14 to 17 year-olds enrol on young learner courses. There were 20 under 18s enrolled on courses at the time of the first inspection and 40 in March 2024; the number rises during the peak summer period.

S1 The generic group safeguarding policy is comprehensive and includes the names of the Bournemouth designated safeguarding lead and their deputy. The document is linked to a large number of other relevant welfare policies, all of which are available on the organisation's website.

S2 Several members of staff have received specialist-level training. All staff and homestay hosts receive safeguarding training and regular updates.

S7 There are very clear measures in place in both residential and homestay accommodation. All hosts are well informed about curfew times and other responsibilities regarding under 18s. Other under 18s are placed in a separate residence with night wardens, where checks regularly take place.

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: no information was displayed to teachers regarding the CLA licence and the requirement therein to limit the photocopying of published resources.

Organisation profile

Inspection history	Dates/details
First inspection	1985
Last full inspection	2023
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	2024
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	Kings Brighton, London, Oxford and Kings Young Learners
Other related non-accredited schools/centres/affiliates	USA centres

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

Student profile

Student profile	At inspection		In peak week: July 2023 (organisation's estimate)
	June 2023	March 2024	In peak week
ELT/ESOL students (eligible courses)			
Full-time ELT (15+ hours per week) 18 years and over	82	73	97
Full-time ELT (15+ hours per week) aged 16–17 years	20	40	143
Full-time ELT (15+ hours per week) aged under 16	0	0	105
Part-time ELT aged 18 years and over	0	0	0
Part-time ELT aged 16–17 years	0	0	0
Part-time ELT aged under 16 years	0	0	0
Overall total ELT/ESOL students shown above	102	113	345
Junior programmes: advertised minimum age	14		14
Junior programmes: advertised maximum age	17		17
Junior programmes: predominant nationalities	Spanish, Italian, French (2024: Italian)		Spanish, Italian, German
Adult programmes: advertised minimum age	16		16
Adult programmes: typical age range	16–23		16–23
Adult programmes: typical length of stay	6–7 weeks		2–3 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Brazilian, Iranian (2024: Saudi Arabian, Colombian)		Italian, French, Spanish, Swiss, German

Staff profile

Staff profile	At inspection 2023 / 2024		In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	11	26
Number teaching ELT 20 hours and over a week	6	8	
Number teaching ELT under 20 hours a week	3		
Number of academic managers for eligible ELT courses	3		4
Number of management (non-academic) and administrative staff working on eligible ELT courses	10		
Total number of support staff	15		

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	3
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection		
Professional qualifications	Number of teachers	
TEFLQ qualification	3	5
TEFLI qualification	6	6
Holding specialist qualifications only (specify)	0	0
Qualified teacher status only (QTS)	0	0
Teachers without appropriate ELT/TESOL qualification	0	0
Total	9	11
Comments		
None.		

Accommodation profile (2023)

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	14
Private home	4	0
Home tuition	0	0
Residential	20	6
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	82	20
Overall total adults + under 18s	102	

Action plan

It is a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted within six months of the date of the committee meeting at which the report was considered. The required evidence was subsequently submitted.