Organisation name	MLS International College, Bournemouth
Inspection date	8–11 June 2015

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the *Declaration of legal and regulatory compliance*.	☒	☐
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	☒	☐
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	☒	☐
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	☒	☐

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	☐	☒	☐

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited MLS International in June 2015. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s, and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general, academic and professional English for adults (16+) and for closed groups of under 18s in school premises.

Strengths were noted in the areas of staff management, student administration, quality assurance, course design, learner management and care of students.

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

Organisation profile

Inspection history	Dates/details
First inspection	1989
Last full inspection	November 2011
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	Business studies and other subject programmes
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1987
Ownership	Private limited company
Other accreditation/inspection	ISI

Premises profile

Address of main site	Westover Chambers, Hinton Road, Bournemouth BH1 2EN
Details of any additional sites in use at the time of the inspection	8/9 Verulam Place, Bournemouth BH1 1DW
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	MLS International College occupies a substantial building a short distance from the sea front in Bournemouth. It is close to the town centre, transport links and shops and cafés. The school occupies four floors and facilities include a reception area, offices, a staffroom, a resources room, a language laboratory, a library, an internet room, a computer room, a small lecture theatre, a student common room and 20 classrooms. There are additional classrooms and an executive lounge in two adjacent houses (Verulam Place) two minutes' walk away from the main building. There is a small car park to the rear of the building for staff use.

Student profile	At inspection	In peak week July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	97%	100%
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	100	120
Full-time ELT (15+ hours per week) aged 16–17 years	0	5
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	16	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	116	125
Minimum age	16	16
Typical age range	18–57 (average 28)	18–57 (average 28)
Typical length of stay	14 weeks	14 weeks
Predominant nationalities	Russian, Angolan, French, Korean, Omani, Saudi Arabian	Russian, Angolan, French, Korean, Omani, Saudi Arabian, Italian
Number on PBS Tier 4 General student visas	13	13
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	75	75
Number on child visitor visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	21	21
Number teaching ELT under 10 hours/week	2	
Number teaching ELT 10–19 hours/week	1	
Number teaching ELT 20 hours and over/week	18	
Total number of administrative/ancillary staff	11	

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	5
Certificate-level ELT/TESOL qualification (TEFLI)	16
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	21

These figures   exclude   the academic managers.

Comments
The academic management team comprises the education and training director, director of studies, the deputy director of studies and the head of business, all of whom have extensive experience and are TEFLQ.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☐	☐	☐	☐
General ELT for juniors (under 18)	☒	☐	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☒	☒	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☒	☒	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☒	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments
The great majority of courses at MLS are for international students and have an English language component. On occasion there are courses for a specific subject, for example logistics. The programmes of study include English language examination courses; International Business Communications (IBC) courses; ESP programmes (aviation, business, marketing, tourism, accounting, financial management, business computing); university pathway programmes; HND courses; executive and professional training.

A number of students have one-to-one lessons in addition to their general English or ESP course. The school primarily runs courses for adults, but reserves the right to accept 16 and 17 year-olds on some programmes. |

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	70	0
Private home	0	0
Home tuition	0	0
Residential	13	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	33	0
Overall totals adults/under 18s	116	0
Overall total adults + under 18s	116	

Introduction

MLS International (MLS) was founded in 1987 and continues to be a family-run organisation. Since the last inspection the school has continued to invest in improving the school facilities and in online learning and testing.

The school offers a variety of accommodation options including homestay and student residences.

The inspection took place over four days. The inspectors interviewed all the senior managers and senior management team, accommodation and administrative staff and five core teachers who each have responsibility for a small group of teachers. A teachers' focus group meeting was held as well as two student focus group meetings, one with general English students and one for students in the business department. The great majority of teachers were observed although two were not teaching at the time of the inspection so could not be observed. One inspector visited two residences and three homestays.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☒	☒	☐
M3 Duties specified	☐	☒	N/a	☐	
M4 Communication channels	☐	☒	☐	☒	☐
M5 Human resources policies	☐	☒	☒	☒	
M6 Qualifications verified	☐	☒	N/a	☒	☐

Criteria	Not met	Met	Strength	See comments	N/a
M7 Induction procedures	☐	☒	☒	☒	
M8 Monitoring staff performance	☐	☒	☒	☒	
M9 Professional development	☐	☒	☒	☒	

Comments

M2 The management structure is clear and responsibilities are stated in detail. The senior management team cover for each other and administrative teams work closely together. Careful attention has been paid to continuity planning.

M4 Communication channels are well-established and there are regular minuted meetings for each of the teams, as well as meetings across teams.

M5 To ensure consistency there are comprehensive procedures with checklists and templates for each stage of the recruitment process. The personnel files showed that the systems are implemented consistently.

M6 Endorsed copies of teachers' qualifications were on file.

M7 A useful induction checklist includes health and safety and safeguarding issues. The admissions officer shadowed her counterpart before taking over her responsibilities. New teachers are allocated to a core teacher who acts as their mentor.

M8 An appraisal system is in place and records were on file. Regular monitoring meetings with new staff take place during their three-month probationary period, followed by an appraisal interview. Standard templates are in use and clear targets are set.

M9 The school has a clear policy on continuing professional development (CPD) which feeds into the strategic planning of the organisation. Both administrative and teaching staff have attended a range of external training courses, including safeguarding. Three subject teachers received financial support to complete TEFLI courses in 2012, one teacher is about to complete a TEFLQ course and there are plans to support additional teachers in 2015-2016.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☐	☐	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Student records	☐	☒	☒	☒	
M14 Student attendance policy	☐	☒	☒	☒	
M15 Conditions and procedures	☐	☒	☐	☒	

Comments

M10 The administrative team work closely together to cover all aspects of student administration. The effective communication systems and the staff ability to cover for each other means the system works smoothly and efficiently. Students commented very positively on the services they received from the various members of the administrative team.

M13 Record keeping is very thorough. The informal checks taken at each contact between students and the administrative team are followed up with an update form completed at the monthly tutorials. Records are accessible at any time either electronically or via the hard-copy weekend file.

M14 There is a rigorous system to track attendance and follow up on any absent students. The process, complete with details of the stepped procedure, is made clear to students before and on arrival. Absences are followed up promptly. Despite the systems in place there are a few instances of persistent absenteeism. The records showed that the procedure had been followed closely.

M15 The conditions under which a student may be asked to leave the course are made clear in the student handbook and on notices throughout the school. Records showed the staged process was implemented in line with the policy on the rare occasions that it is necessary.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☐	☐
M17 Continuing improvement	☐	☒	☒	☒	
M18 Student feedback and action	☐	☒	☒	☒	☐

	Not met	Met	Strength	See comments	N/a
M19 Staff feedback and action	☐	☒	☐	☒	
M20 Complaints	☐	☒	☒	☒	☐

Comments

M17 There have been considerable changes in this area since the previous inspection. A comprehensive self-evaluation system is in use with a quality review cycle. Information from weekly and monthly scheduled meetings feeds into the termly review and the continuing improvement programme.

M18 Comprehensive but accessible feedback forms are collated and analysed and used to improve the services offered. The student council system has recently been reintroduced and the results of their work were already in evidence.

M19 There are formal and informal opportunities for feedback. These include meetings and appraisals. The system of core teachers and teams facilitates information flow.

M20 The procedure is detailed in the student handbook and posted on noticeboards. There is a clear indication of the full process and records sampled demonstrated that the procedures had been followed.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☒	
M22 Realistic expectations	☐	☒	☐	☐	
M23 Course description	☐	☒	☐	☐	
M24 Course information	☐	☒	N/a	☐	
M25 Cost	☐	☒	☐	☐	
M26 Accommodation	☐	☒	☐	☐	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☐	☒	N/a	☐	☐
M29 Accreditation	☒	☐	N/a	☒	☐

Comments

The school's publicity materials comprise a website, a printed brochure and social media pages.

M21 The publicity materials are written in generally clear and accurate English. A summary page of core information is available in translation in several languages on the website.

M29 The footer at the bottom of every page of the website has an incorrect version of the Accreditation Scheme marque.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of its students and in accordance with its publicity. Staff management is clear and structured and student administration is efficient and thorough. Quality assurance systems are effective and support the evidence-based school improvement plan. The publicity gives a fair and accurate impression of the school's services and facilities. *Staff management, Student administration* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☐	☒	
R2 Condition of premises	☐	☒	☐	☒	
R3 Classrooms and learning areas	☐	☒	☐	☒	
R4 Student relaxation facilities	☐	☒	☐	☒	☐
R5 Signage and display	☐	☒	☒	☒	☐

	Not met	Met	Strength	See comments	N/a
R6 Staff room(s)	☐	☒	☐	☐	☐

Comments

R1 The premises provide a spacious and comfortable environment for students and staff.
R2 The premises are well maintained and there is a continuing programme of refurbishment. The school is working with the landlord to eradicate the damp areas in some classrooms on the lower ground floor.
R3 Classrooms vary in size. Some suit smaller classes and one-to-one tuition, but there are sufficient classrooms that accommodate the maximum class size of twelve.
R4 There is a student common room with vending machines for drinks and snacks. The school is well served with a choice of cafes and eateries in the local area.
R5 There are attractive displays on noticeboards in classrooms and useful information is displayed in corridors around the school. Clear and consistent signage enables students and visitors to navigate the building easily and there is a welcoming 'who's who' staff photoboard near the entrance.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	☐	☒	☐	☒	
R8 Resources for teachers	☐	☒	☐	☒	
R9 Educational technology	☐	☒	☐	☒	
R10 Self-access facilities	☐	☒	☒	☒	☐
R11 Library/self-access guidance	☐	☒	☐	☒	☐
R12 Review and development	☐	☒	☐	☐	

Comments

R7 Students use coursebooks; students on all courses are given a coursebook. There are sufficient and appropriate learning materials for the courses run.
R8 There is a good supply of popular supplementary teaching materials, a selection of methodology books and access to photocopying facilities.
R9 The provision of interactive whiteboards (IWBs) is good. A virtual learning environment (VLE) for the digital aspects of the business department courses is available and there are plans to introduce this to general English courses over the next few months.
 R10 The library has seating for eight students and is well stocked with study materials, especially examination practice books. The school subscribes to a number of specialist journals and business magazines to meet the needs of its student body. Students can also sign out DVDs and readers. In addition the students have access to the language laboratory and two computer rooms, one of which is for the exclusive use of business department students.
R11 The library and language laboratory are staffed during opening hours after classes and students receive personalised support from the core teachers responsible for these facilities.

Resources and environment summary

The provision meets the section standard. The learning resources and environment support the studies of the students enrolled and offer a professional environment for staff.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☒	
T2 ELT/TESOL teacher qualifications	☐	☒	☐	☐	
T3 Rationales for teachers	☐	☐	N/a	☐	☒
T4 Profile of academic manager(s)	☐	☒	☒	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments
T1 Three teachers do not have Level six qualifications. The rationales provided were accepted within the context of this inspection. T4 The director of studies (DoS) is assisted by two other academic managers, the deputy DoS and the head of the business department. All the members of the team have over five years' full-time relevant teaching experience and extensive academic management experience.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☒	☐
T7 Timetabling	☐	☒	☐	☒	
T8 Cover for absent teachers	☐	☒	☐	☐	
T9 Continuous enrolment	☐	☒	☐	☐	☐
T10 Support for teachers	☐	☒	☐	☐	☐
T11 Observation and monitoring	☐	☒	☐	☒	☐

Comments
T6 Teachers are allocated to courses based on their qualifications and any specialist experience they have, as well as on their teaching preferences. T7 The school has very effective systems and procedures in place to ensure that the extremely complex timetables work well. T11 Formal observations take place regularly and there is a timetabled system for peer-to-peer and drop-in observations.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☐	☒	
T13 Review of course design	☐	☒	☒	☒	
T14 Course outlines	☐	☒	☒	☒	
T15 Study and learning strategies	☐	☒	☒	☒	
T16 Linguistic benefit from UK	☐	☒	☐	☒	

Comments
T12 Course design is based on clearly stated principles and takes into account developments in the field of ELT. General English courses are divided into three different elements or content/skills areas at six levels. The course structure on other programmes is tailored to client needs and detailed course plans and timetables are produced. T13 There is a formal documented process for reviewing which includes a termly review which then feeds into the self-evaluation system. T14 Weekly plans are produced consistently for all classes and a student version is displayed in the classroom. Some of the specialist and business groups also include a negotiated syllabus element in their programme. T15 The business department students have access to the VLE which includes modules on study and learning strategies. Multi-sensory learning posters are displayed in classrooms and the student profile information recorded in the registers references the preferred learning style of individual students. T16 The student handbook provides helpful information and signposts additional extracurricular study workshops that students can sign up to. Homework activities are set to encourage self-study tasks.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	☐	☒	☐	☐	☐
T18 Monitoring students' progress	☐	☒	☒	☒	
T19 Examination guidance	☐	☒	☒	☒	☐

	Not met	Met	Strength	See comments	N/a
T20 Assessment criteria	☐	☒	☒	☒	☐
T21 Academic reports	☐	☒	☒	☒	
T22 Information on UK education	☐	☒	☒	☒	☐

Comments

T18 Tutorials are held after monthly exams and students agree and record learning targets with their teacher. Students on the various business programmes have up to five tutorials per month. Some sessions are dedicated to course content but there is also a designated welfare tutorial. Special arrangements are made to accommodate short-stay students on ESP courses. Students commented positively in the student forum on the welfare and academic support they received.

T19 The majority of students take an external exam as part of their course programme, and advice from teachers and the dedicated core teacher means the students are well-supported in selecting and preparing for an exam to suit their needs.

T20 A comprehensive system is in place. The MLS 200 internal points system is mapped against CEFR system, Cambridge ESOL main suite exams and other business exams. Notices are displayed around the school illustrating the system and detailing the content for different levels. Each student receives an individual learning checklist relevant to their level which can be used to track their progress.

T21 All students receive an MLS International attendance certificate and a professionally-presented detailed academic report.

T22 Preparing students to enter mainstream UK education is an important part of the school business and there are refined systems and procedures to support students in place, as well as dedicated staff.

Classroom observation record

Number of teachers seen	19
Number of observations	21
Parts of programme(s) observed	General English, one to one, ESP, exam classes including IELTS and BULATS, aviation group and undergraduate programme

Comments

Two of the 21 teachers working the week of the inspection were not teaching while the inspectors were at the school. Two teachers were observed twice to ensure all elements of the complex course programmes offered were seen.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	☐	☒	☐	☒	
T24 Appropriate language	☐	☒	☐	☒	
T25 Planning content	☐	☒	☐	☒	
T26 Coherent and relevant activities	☐	☒	☐	☐	
T27 Classroom management	☐	☒	☐	☒	
T28 Teaching techniques	☐	☒	☐	☒	
T29 Student engagement	☐	☒	☐	☒	
T30 Sensitivity and learning atmosphere	☐	☒	☒	☒	

Comments

T23 Most teachers showed sound knowledge of the language providing clear models and sound explanations. There were one or two instances where explanations of language had not been thought through carefully enough and were confusing for students.

T24 Teacher language was generally comprehensible and there was consistent reference to different student learning styles. Weaker segments showed a lack of differentiation.

T25 Most plans were quite detailed and some included activities designed to personalise the materials. Some plans lacked a focus on learning outcomes and instead listed the lesson topic or grammatical forms to be taught.

T27 Teachers used the coursebooks quite well and some introduced additional elements successfully to provide variety. Board work was generally competent and there was some very good use of IWBs to highlight language, convey meaning and provide variety. Some teachers were less confident in using the technology available.

T28 A range of teaching techniques was seen. Teachers used nomination to encourage participation and some teachers had good elicitation techniques. Effective use of gesture was observed to provide encouragement and

support, to refer to work done and to prompt self-correction. A few segments lacked variety and a limited range of techniques was in evidence. All teachers gave positive feedback.

T29 Most teachers managed activities well and students were engaged. Time limits and challenges were used effectively to involve students. In a small number of segments there was a lack of variety and pace.

T30 The atmosphere in classes was warm and supportive. Students commented very positively in the student forum on the support and sensitivity of their teachers.

Classroom observation summary

The teaching observed ranged from very good to just satisfactory, with the majority of the teaching being either good or satisfactory. Lessons were well prepared and most included a range of appropriate teaching techniques and activities. The teaching observed met the requirements of the Scheme.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Academic management is clear and academic managers and teachers are appropriately qualified. Programmes of learning are managed to the benefit of students. The teaching observed met the requirements of the Scheme. *Course design* and *Learner management* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☒	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☒	☒	
W4 Dealing with abusive behaviour	☐	☒	☐	☒	
W5 Emergency contact number	☐	☒	N/a	☒	
W6 Transport and transfers	☐	☒	☐	☒	
W7 Advice	☐	☒	☒	☒	
W8 Medical and dental treatment	☐	☒	N/a	☒	

Comments

W1 Appropriate measures are in place to ensure the safety and security of staff and students. Detailed building and fire risk assessments are carried out regularly by external consultants on both school buildings. Visual checks of the buildings are carried out daily to identify any security problems or defects. There is CCTV coverage of the reception area and the computer room. Visitors must sign in at reception on arrival. There are security locks on rooms and administration areas, where access needs to be controlled. Fire drills are carried out regularly and notes of evacuation times are logged. Students are informed of fire evacuation procedures on arrival.

W2 A very good level of care is available to students. Two members of staff provide pastoral care; students commented that they felt well cared for. The school identifies students with specific welfare needs and ensures all staff are informed of their needs.

W3 Students meet the welfare officer and her assistant at induction. Their job titles are included in the student handbook and they both feature in the staff photo gallery. Students also felt able to talk to teachers or other members if they needed help.

W4 A detailed policy in the student handbook sets out the disciplinary procedures to be followed when dealing with abusive behaviour by students. The employee handbook lists examples of unacceptable behaviour by staff and the procedures the school will follow when dealing with incidents. It is made clear that support is available to the victims of harassment or bullying.

W5 The emergency telephone number is included in confirmation documents and is printed on the student card.

W6 Full details of transport links from the point of entry to the UK and arrangements for transfers are in the welcome letter students receive when their course is confirmed.

W7 Comprehensive information on all required areas is included in the welcome letter and the student handbook. Information is professionally presented. The student handbook includes a useful section on staying safe when using the internet.

W8 Students' rights to routine and emergency medical treatment in the UK are set out in the welcome letter. The school helps students to register with GPs and assists them to make appointments with doctors and dentists. Students with a low level of English are accompanied to appointments.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school has a register of 229 homestay providers, offering standard and executive accommodation. Three hosts were visited. All were friendly, welcoming and clearly took an interest in their students. They lived in pleasant residential districts of Bournemouth, with good transport links to the town centre. The quality of the accommodation varied, but all comfortably met Scheme requirements.

The school offers residential accommodation at three locations in central Bournemouth. Two residences were visited. One large residence offers basic en-suite accommodation. Rooms are clean and well decorated. Kitchens are modern and well-equipped. MLS students are all housed in the same part of the residence. The second residence is a former hotel, conveniently located close to the school. Some rooms are en-suite, others have a washbasin only; bathrooms are shared. Breakfast and evening meals are provided by the residence. There are no cooking facilities for students.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☒	☐
W10 Accommodation inspected first	☐	☒	☐	☒	☐
W11 Accommodation re-inspected	☐	☒	☒	☒	☐
W12 Accommodation registers	☐	☒	☐	☒	☐
W13 Information	☐	☒	☐	☐	☐
W14 Student feedback	☒	☐	☐	☒	☒
W15 Meals in homestay/residences	☐	☒	☐	☐	☐

Comments

W9 Some public areas in one of the residences are in need of redecoration.
W10 All hosts are visited before students are placed. A detailed homestay visit and procedure form lists all the points to be covered during the initial visit. The form has not been updated since 2011 and needs to be amended in line with the more recently written homestay application form.
W11 The new accommodation officer has visited nearly all families since taking up her position a year ago. All hosts are visited at least every two years. A database report highlights hosts due for a re-visit.
W12 Records are updated on the school database following visits. These include a note of the suitability of hosts to meet specific requirements of students.
W14 The first-week review questionnaire does not include any questions about accommodation. Results of the end-of-course questionnaires are carefully analysed and any problems highlighted. Issues are discussed at the weekly client services meetings. The accommodation officer sees the summary of the feedback, but does not see the completed forms. There is evidence of action being taken in response to feedback, but this is not always noted.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☐	☒	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☐	☐
W20 Language of communication	☐	☒	N/a	☒	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐

Comments

W17 Rules for homestay providers are comprehensive and clearly stated. Detailed guidelines are given on completing fire risk assessments.
W20 Some hosts have recently been removed from the register because their level of English was poor.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☒	☐	☐	☐
W23 Health	☐	☒	☐	☐	☐

Comments
None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☒	☐	☐	☒	☒
W25 Other accommodation	☐	☒	N/a	☐	☐

Comments
W24 Students are not routinely informed of the implications of living in private rented accommodation. Advice is available if students encounter problems.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	☐	☒	☐	☒	
W27 Leisure programmes	☐	☒	☐	☒	☐
W28 Health and safety	☐	☒	☒	☒	☐
W29 Responsible person	☐	☒	☐	☐	☐

Comments
W26 Posters and leaflets on local attractions and cultural events are available. Local events of particular interest to students are included in the leisure programme. W27 Three events are organised per week. These include a conversation club, football, bowling, quiz afternoons and visits to nearby attractions in the school minibus. Activities are promoted through notices, visits to classes and social media. Students sign up for events at reception. Weekend excursions organised by external travel companies are also available. Student representatives propose ideas for new events; a film club was recently set up at the representatives' suggestion. W28 Risk assessments are in place for all activities and are given to the organiser each time the activity takes place. The organiser completes a report form afterwards and makes suggestions for updating the risk assessment if necessary.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Students are well cared for by an experienced and committed staff. Students' needs for safety, pastoral care and information are well met. Homestay and residential accommodation are of a reasonable standard. The leisure programme is well organised and provides a suitably varied range of activities to help students make the most of their time in the UK. *Care of students* is an area of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☐	☒	☐
C2 Guidance and training	☐	☒	☒	☒	☐
C3 Publicity	☒	☐	☐	☒	☐

C4 Recruitment materials	☐	☒	N/a	☐	☐
C5 Suitability checks	☐	☒	N/a	☒	☐
C6 Safety and supervision	☐	☒	☐	☒	☐
C7 Accommodation	☐	☒	☐	☒	☐
C8 Contact arrangements	☐	☒	☐	☐	☐

Comments

A few 16 and 17 year-olds are accepted on adult courses. At the time of the inspection no under 18s were enrolled.
C1 A detailed safeguarding policy is in place, with links to specific procedures to ensure the safety of under 18s.
C2 The managing director, welfare officer and student services officer have all had Level 3 safeguarding training. All staff have had online basic safeguarding training. At induction, new employees are made aware of the school's safeguarding policy and procedures. Homestay hosts receive a copy of the safeguarding policy when they are recruited.
C3 There is no mention in the publicity of the level of care and support given to under 18s.
C5 All staff are DBS checked. Hosts agreeing to accept under 18s are also DBS checked. Full records of suitability checks for both staff and hosts are on file.
C6 Parents of under 18s sign a parental consent form to confirm that they understand students are following an adult course and will be unsupervised outside lessons. The welfare officer holds meetings with under 18s to make sure that students feel well supported. Records of meetings were provided. There are no rules or written guidelines for under 18s on what they may do outside lesson times. Under 18s are identified on leisure programme participants' lists. Activity organisers make sure they have the telephone numbers of all under 18s.
C7 Hosts accepting under 18s sign an under 18s homestay agreement. This includes curfew times and instructions on action to be taken if a student does not return home at the agreed time.

Care of under 18s summary

The provision meets the section standard. The school has developed a detailed safeguarding policy for under 18s and staff are appropriately trained. The level of care given to under 18s is not mentioned in the publicity. All staff undergo suitability checks and are committed to ensuring the safety and security of the under 18s at the school.