

Organisation name	Regent Scanbrit, Bournemouth
Inspection date	21–22 June 2016

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 <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Recommendation

We recommend that accreditation be placed under review because the section standard for Care of under 18s was not met and there were weaknesses in Quality assurance and W1. The period of review to be ended by a spot check within 12 months focusing on care of under 18s; in addition, documentary evidence to be submitted within six months to show that the weaknesses in W1 have been addressed.

Summary statement

The summary statement has been withdrawn and should not be used.

Organisation profile

Inspection history	Dates/details
First inspection	1983
Last full inspection	November 2012
Subsequent spot check (if applicable)	August 2013 and July 2014
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	N/a
Other related accredited schools/centres/affiliates	The network of schools trading as Regent, as well as other schools in the Instill Education group in the UK
Other related non-accredited schools/centres/affiliates	Schools in the Instill Education group in Canada, US

Private sector

Date of foundation	1956
Ownership	Instill Education Ltd 01293463
Other accreditation/inspection	N/a

Premises profile

Address of main site	22 Church Road, Southbourne, Bournemouth, BH6 4AT
Details of any additional sites in use at the time of the inspection	3 Wollaston Road, Southbourne (a four-minute walk from the main building). Used as a young learner centre in Summer and Easter.
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>The adult school is located in a converted Victorian house in a residential area of Southbourne, near Bournemouth. The premises include a rear garden furnished with tables and chairs and an outbuilding that is used as a table tennis room. The ground floor includes a hall, a classroom used for plenary sessions, a student lounge with comfortable seating, hot drinks and water cooler, an open plan office, a staffroom, a computer area, and toilets. On the first floor there are five classrooms, a unisex student toilet and a staff toilet. A bookcase on the landing houses the small library of readers available to the students. The second floor has two classrooms, a small one-to-one classroom and a toilet.</p> <p>The Wollaston Road building, a four-minute walk from the adult school, houses the young learner activities. This building is used for the summer period of young learner courses. It was not used for the Easter young learner course in 2016 as the low numbers were able to be accommodated more comfortably in the main building. On the ground floor there are three classrooms and a staff room, toilets and a hall. The hall, a versatile space with a stage, is used for plenary sessions, activities and as a student common room. Behind the stage is a room used for storing the sports equipment and other resources. On the lower ground floor there are student toilets and one room is in use with a table tennis table. The room also has stepped access to a back courtyard area used for BBQs and other activities. On the first floor there are two classrooms and a multi-media classroom.</p>

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	12	20
Full-time ELT (15+ hours per week) aged 16–17 years	3	17

English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers general English courses for adults (16+) year round (15 or 25 hours per week) including plenaries, workshops and coaching sessions. Students can combine morning lessons with afternoon examination preparation classes and one-to-one lessons. The school has a small number of under 18s enrolled throughout the year on its adult courses although the percentage of under 18s increases in the summer months.

Young Learner courses are offered for 23 weeks of the year. In the summer the Regent All English course is available, which consists of 15 hours of English tuition, plus an afternoon elective session, a Project Performance workshop session and evening activities three times a week. The Regent All English Exam is also available, which includes 11 hours of exam practice and 10 hours of English tuition with Project Performance workshop session and evening activities three times a week. Outside the summer the Regent All English Study course consists of 15 hours of English tuition, plus an afternoon activity session, Project Performance workshop session and evening activities three times a week. Junior courses are for 13–17 year olds.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	3	10
Private home	0	0
Home tuition	0	0
Residential	0	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	9	0
Overall totals adults/under 18s	12	10
Overall total adults + under 18s	22	

Introduction

Regent Scanbrit was founded in 1953 and forms part of the Regent group of year-round language schools in the UK. It is an established school based in a large Victorian house in Southbourne near Bournemouth and most of its students (16+) study on intensive general English courses. A young learner programme is available 23 weeks per year.

The school has undergone some personnel changes since the last spot check in 2014. The principal has been in post since March 2015 and this will be the third summer season for the academic manager, also known as the lead teacher. For much of the year his main function is teaching.

During the one and a half-day inspection the inspectors interviewed the principal, the lead teacher, the client services manager and client services officer, the young learner centre manager and the young learner activity leader. All of the teachers were observed teaching group or one-to-one classes. A young learner morning plenary session was also sampled. Focus groups were held with young learner and adult students and teachers. One of the

inspectors visited three homestay hosts. The inspection ended with the round-up which was held with the principal.

During and after the inspection the school management revised a number of documents in line with inspector comments.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 Sampling identified the following issue: the organisation may be in danger of exceeding CLA regulations regarding the amount of permissible photocopying of a particular book and should seek further advice from the relevant regulatory body.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 There is a clear management structure in place and staff are available to cover each other over holiday periods. The principal has overall responsibility and also covers most of the academic duties during the academic year, as the lead teacher teaches full time. From June to September the lead teacher has responsibility for the academic programme, provides cover support in case of illness and takes a class if required. For example, at the time of the inspection a 16-year-old student enrolled on the adult course was below the level of the classes available so the lead teacher was able to provide one-to-one classes for three hours in the mornings.

M3 Clear job descriptions are in place for all staff. The principal is responsible for safeguarding and has had training, but his responsibilities in this area are not specified in his job description so this criterion is not met.

M5 There is a full complement of human resources policies, which are available to staff in a hardcopy file in the staff room. Staff were familiar with the policies and all those working at the time of the inspection had signed a form confirming they had read the policies.

M7 All new staff are taken through a comprehensive induction process that has professional and detailed supporting documentation. Staff commented positively on the training and support they had when they first started.

M8 An appraisal policy and procedure is in operation and there were records of some more recent appraisals, but there was no completed documentation for any teacher appraisals. None of the four teachers, one of whom has worked at the school on and off for four years, had had an appraisal.

M9 The Regent group has a continuing professional development programme (CPD) at school, regional and national level. Although staff had completed their initial induction, the subsequent implementation of the CPD programme was inconsistent. None of the teachers has signed up to the Teaching English as a Life Skill (TEALS) programme, which is a key part of the group's CPD programme.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 Regent Scanbrit uses a group-wide bespoke software programme. Student administration runs smoothly and the client services staff handle the administration effectively and efficiently.

M13 Information is collected on the booking form and checked again on arrival for both adults and young learners. The data sampled was accurate and complete. Next of kin and emergency contact details are available outside office hours.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M16 The action plan from the last full inspection in 2012 includes additional points arising from the subsequent spot checks in 2013 and 2014. While some points have been addressed and resolved there are still a number of outstanding issues.

M17 There are no formal review systems at the school level; for example, there are no meetings held or records kept with a view to continuing improvement.

M18 Clear end-of-week-one and end-of-course feedback forms are completed by adults and young learners.

M19 A staff survey was circulated and completed just before the inspection and the data had been collated and marked with action to be taken.

M20 Adults are made aware of the complaints policy through the welcome pack and a notice was made available in the young learner building when the absence of this information to students was highlighted by the inspectors.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity consists of generic Regent brochures, one for adult courses and one for young learners, and a website, with sections specifically about Regent Scanbrit. There are also various social media sites.

M21 The publicity is generally written in clear and accurate English.

M22 Homestay accommodation is described as within walking distance of the school. Some of the accommodation is nearby but some is also a 30-minute walk from the school and there was one complaint on file about the distance

of the accommodation from the school. A photograph of the adult main school is used in the young learner brochure. Although the house which is the adult school and the church building which is the young learner centre are both quite satisfactory venues the use of term 'campus' to describe the respective buildings is over generous. M23 Course descriptions include sample timetables for all course types. Publicity makes clear the times of classes, the number of hours taught, non-teaching days and the minimum enrolment age.

Management summary

The provision meets the section standard. Most aspects of management are effective, and student administration is efficient and thorough. Overall publicity gives a clear picture of the work of the school but more realistic times are required to describe the distance of some of the accommodation from the school, and photographs of the school should be captioned accurately. There is a need for improvement in *Quality assurance*.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The adult premises are comfortable and there is an overall impression of space and light. There is outside space available at both buildings.

R2 The external spaces at the adult school are attractive and offer a comfortable environment for students. The spaces at Wollaston Road are in need of attention. The side access which also serves as a fire exit is overgrown (see W1) and the paved outdoor area at the back looks neglected. Parts of the lower ground floor are in need of redecoration.

R3 In both the adult and young learner building the classrooms are large and can easily cope with the maximum student numbers.

R4 The adult student common room has comfortable seating and facilities for students to make their own drinks. A local convenience store and a café are a short walk from the adult school if students wish to buy something for lunch. The hall in Wollaston Road has several sofas and is a versatile space for students to use for assembly, break times and activities. The young learners can eat their packed lunch there or outside not far from the school where there is a grassy public area with a view of the sea.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 The learning resources are in good condition but quite dated. One or two new books have been purchased to support the new syllabus. Staff expressed a wish for a new and wider range of resources to use with students.

R11 A small reader library situated on the first floor landing is available to adult students and they can also sign out DVDs from the office.

R12 There is currently no system in place locally to review and develop resources.

Resources and environment summary

The provision meets the section standard The premises are suitable but the Wollaston road building is in need of some maintenance. The premises and facilities support the studies of students and staff. The resources are adequate but would benefit from a review.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T4 The school benefits from having a principal and lead teacher who are experienced, and who have diploma-level qualifications.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T8 Effective measures are in place for cover. The deployment of part-time teachers in morning or afternoon elements of the programme means they are often available to cover lessons in other parts of the day should the need arise. The lead teacher or the principal can also be called upon if required.

T9 Courses follow a topic syllabus but students do not receive weekly plans. All students receive weekly coaching sessions where they discuss their progress and individual learning needs.

T10 There is a head office initiative 'Teaching English as a Life Skill' (TEALS) programme designed to provide a CPD framework for teachers but none of the current Regent Scanbrit teachers are signed up to this. Outside the summer period there is little or no formalised support for teachers. Recent CPD sessions delivered included 'Linking IELTS to English World Intensive programme' and 'Getting the most out of Knowledge for a Global Community classes'. These were not part of the TEALS programme.

T11 Observations are carried out by the lead teacher in the summer and in the period prior to the inspection teachers had also been observed by the director of education from head office. Written feedback to teachers on observations was constructive and helpful. Not all teachers had been observed within the time-frame of the in-house policy and the CPD sessions are not directly linked to observations.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Comments

T12 The school's syllabuses are designed by head office and passed to the school for implementation. The recently introduced Topic Syllabus was commented on positively by teachers.

T13 There are no formal local systems in place to review course design in the light of feedback from teachers and students.

T14 There is an organization-wide practice of writing daily lesson outcomes on the whiteboard but there are no course outlines and outcomes provided to students.

T15 The principal runs a plenary study skills session with students at the start of the course. A number of useful handouts are shared with students at the end of their course with helpful suggestions on how to continue their learning.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T18 Students have a weekly coaching session of 5–10 minutes with their teacher and tutorials are available on request.

T21 Progress reports and end-of-course reports are written for students or sponsors who request them.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	Inspectors observed different lesson parts of the general English programme (English World Programme) for adults and young learners, and an adult one-to-one class.

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 In some lesson segments teachers displayed sound knowledge of the linguistic systems of English including grammar and intonation patterns. In other lesson segments there was little evidence of language awareness and

target structures were not highlighted accurately.

T24 The lesson content observed was generally appropriate and reflected course objectives. Occasionally there was very good attention to the student profile with the lesson tailored to learner needs. Timing was mostly appropriate

T25 Part of the school policy is to include learning outcomes on the whiteboard. In some segments this was done effectively but in others the information was less helpful. The activities observed were mostly sequenced coherently but on occasion the pace lacked variety.

T26 Lesson segments included elicitation, questioning and nomination, which were generally handled satisfactorily. The checking of meaning was incorporated competently but techniques lacked variety.

T27 The classroom environment was managed satisfactorily and on occasion good use was made of the whiteboard and other resources. Instructions were mostly clear but there were instances of instructions being unclear with an absence of any examples. Photocopies of coursebook materials and other teacher resources were used in all the segments observed.

T28 Students' language was monitored during activities with some useful feedback given. Students were encouraged to self-correct on occasion and there were examples of appropriate written feedback. In other segments, there was frequent automatic correction by the teacher with no explanation, and valuable opportunities for student self-correction were sometimes missed.

T29 Activities and tasks that evaluated and checked learning were incorporated and evidence of end-of-day reviews were seen on lesson plans.

T30 Teachers were able to engage students and create a positive learning atmosphere in most of the lesson segments observed, although on occasions the pace was slow and the variety of student interaction was very limited.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to good, with the majority of lesson segments observed being satisfactory. Knowledge of the linguistic systems of English was generally sound, and most teachers were able to provide appropriate models of language. Classroom resources were mostly used effectively. Techniques were generally appropriate, although handling of instructions was sometimes weak and at times correction was insufficient. Most classes were adequately engaged. Teachers' sensitivity to individual and whole-class needs resulted in a positive learning atmosphere.

Teaching and learning summary

The provision meets the section standard. The academic profile of staff is good and the academic management systems work effectively although there is no direct link between observations and the CPD programme. Course design and learner management function well but there are no local resource review systems in place. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 Both school buildings provide secure environments for students. Any visitors to the year-round building have to pass by the staffed office. Access to the young learner course building is by key pad entry. Fire risk assessments for both buildings were completed during the inspection. Some of the fire exits for the young learner building were not easily accessible at the time of the inspection. Fire drills had not been conducted at the busiest time of the year in 2015.

W3 Appropriate staff are clearly identified as people who can help students with any personal problems.

W5 The 24-hour contact number is given to students and is written on wristbands given to young learner course students. Not all students, however, were wearing their wristbands at the time of the visit to the young learner centre.

W7 Students receive relevant pre-arrival and on-arrival advice and information at both the adult and young learner centres. However, the oral advice given to young learner students in their first-day induction is not supported by written guidelines distributed at the centre.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers homestay accommodation with 50 active hosts within a 30-minute walking distance of the school. Residential accommodation is also offered in a hotel in central Bournemouth. The three homestays inspected all had the appropriate facilities and services and it was clear that the students received a good level of personal care.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W10 All accommodation is visited before use by the client services officer.

W12 Accommodation records are kept up to date with records of checks that fire risk assessments and Gas Safe certificates are in place.

W14 Student feedback on the homestay provision is obtained through first-week questionnaires.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 Homestay hosts receive a detailed information booklet that specifies the terms and conditions under which they take students.

W19 In one of the homestays visited, the two students shared the same first language.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W24 The school has produced a leaflet that indicates some of the implications of living in bed-sits and flats.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 The school gives individual advice to adult students about social and cultural events in the local area as well as displaying information on the noticeboard in the student lounge of the main school building.

W27 The leisure programme on the adult programme includes discussion clubs, summer barbecues and cinema trips. Excursions can be arranged through two local tour operators. The young learner programme includes afternoon and evening activities and one full and one half-day excursion per week.

W28 Risk assessments are in place for most but not all off-site activities on the academic and leisure programmes.

Welfare and student services summary

The provision meets the section standard. The needs of students for safety, pastoral care and information are largely met. Accommodation systems work well and the accommodation offered is of a good standard. The leisure programmes are appropriate for the age ranges they cater for. There is a need for fire safety arrangements to be improved at the young learner centre.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The school accepts 16 and 17 year-olds on adult courses. Young learner courses (13 to 17) are run at certain times of the year in the main school and in the summer in a nearby self-contained building.

C1 The school follows the group safeguarding policy that specifies procedures to ensure the safety and well-being of all students under the age of 18. The safeguarding policy does not, however, make it sufficiently clear at the local level:

who is responsible for under 18s outside scheduled activities;

the risk implications for under 18s attending adult courses and having a limited number of optional activities throughout the week;

the risk implications of under 18s having unscheduled time throughout the week on both adult and young learner courses.

Overall there are no centre specific risk assessments or rules regarding what students may do outside scheduled activities. (See C6)

C2 Staff receive appropriate guidance and training about the school's safeguarding policy. Although homestay hosts are given a link to safeguarding training, the school does not check that homestays are aware of their safeguarding policy or have received training. The *General information and contract* for homestays does not include any information about safeguarding policy and procedures and neither does the *Host family guidelines* document.

C3 The adult brochure makes clear that under 18s on adult courses may be unsupervised during the week.

C4 Most aspects of safer recruitment best practice are met; however, two references had not been gathered for a small number of recently appointed post-holders.

C6 Apart from curfew times, there are no clear rules known to staff or homestay hosts about what under 18s may do outside scheduled activities.

C8 Effective measures are in place to ensure that the school has the necessary contact details for the parents or legal guardians of students.

Care of under 18s summary

The provision does not meet the section standard. The school's safeguarding policy does not contain risk assessments specific to the school's provision, including what students may do outside supervised activities. The school's staff have had appropriate safeguarding training, but there are no checks to ensure that homestays hosts are aware of the school's safeguarding policy or have undergone similar training. Two references had not been obtained for all staff. There is a need for improvement in *Care of under 18s*.
