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| Organisation name | Richard Language College, Bournemouth |
| Inspection date | 19–20 April 2018 |

| 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. | Not met |

| Recommendation |
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| We recommend that accreditation be placed under review because the section standard for safeguarding under 18s was not met. The period of review to be ended by a spot check within three to six months focusing on safeguarding under 18s and points to be addressed in welfare and student services. |

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| The summary statement has been withdrawn and should not be used.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

| Introduction |
|---|
| <p>Richard Language College was established in Bournemouth in 1964 and forms part of a conglomerate of companies with the head office (HO) and owner/chairman based in Paris. The ownership has not changed since the last inspection, although there have been some changes in management. The current principal has been in post for two years, having previously worked as academic manager in the school.</p> <p>The inspection lasted one and a half days, and a part day. Meetings were held with the principal, the academic manager, the assistant academic manager, the client services manager, the accommodation officer, the health and safety officer and a group leader. Two focus group meetings were held with students and one meeting was held with teachers. All the teachers timetabled during the inspection were observed. One inspector visited three homestays.</p> |

Address of main site/head office

43–45 Wimbourne Road, Bournemouth BH3 7AB

Description of sites visited

The premises comprise two large detached houses. There is a shared, hard-surfaced area in front of both buildings which serves as a recreation area and staff car park. There is a further outdoor space with tables and benches at the back of one of the buildings. The reception and open-plan office, staffroom, cafeteria, recreation room, self study rooms and other offices, as well as seven classrooms, are located in the main building. The second house provides 11 classrooms across two floors.

| Course profile | Year round | | Vacation only | |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | Run | Seen | Run | Seen |
| General ELT for adults | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for juniors (under 18) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| English for academic purposes (excludes IELTS preparation) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| English for specific purposes (includes English for Executives) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teacher development (excludes award-bearing courses) | <input checked="" 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

General English courses for adults run year round and are the school's main offering. Students aged 16 and 17 are enrolled on these courses. A small number of students enrol on professional business and one-to-one courses. There are two vacation courses; one all-inclusive culture, language, activities and sports programme (CLAS) for younger teenagers aged 12–17 and one (Integra) for older teenagers aged 16–20, with an optional leisure programme. The school enrolls European-funded teachers onto the teacher methodology and shadowing programmes. These students join the general English classes in the morning and then either have further methodology classes in the afternoon or go into local schools to observe (shadowing). The shadowing part of the programme is arranged by a partner organisation and is not eligible for accreditation.

Accommodation profile

The school offers homestay accommodation on a half-board basis, with full board at weekends. Three types of homestays, standard, premium and executive, with private bathroom, are available. All homestays are a maximum of one bus ride away from the school. The accommodation staff are able to assist groups in organising self-catering accommodation in university residences in the summer months; this is advertised as an 'on request' service on the school's website. One inspector visited three homestays, one of which had both a standard room and an executive room.

Summary of inspection findings**Management**

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. Some issues in publicity were corrected immediately following the inspection.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with ample and comfortable spaces for relaxation, eating, meetings and working. A range of learning resources is available, appropriate to the age and needs of the students. The large stock of teachers' resources is very well organised. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard. 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 met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for pastoral care, information and leisure activities are met. Accommodation is suitable and managed efficiently by an experienced team. Measures are in place to ensure the safety and security of students on school premises but further consideration needs to be given to the ways in which school premises are used for different age groups.

Safeguarding under 18s

The provision does not meet the section standard. The school does not have a comprehensive safeguarding policy, parental consent forms are too limited in scope, and rules for students' unsupervised free time need further development. Staff and homestay hosts undergo suitability checks and are trained and briefed in safeguarding issues so there is appropriate provision for the care and safety of students during scheduled lessons and activities, as well as in accommodation. There is a need for improvement in *Safeguarding under 18s*.

Evidence

Management

| Strategic and quality management | Met |
|--|-----|
| M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff. | Met |
| M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them. | 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. | Met |
| 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. | Met |
| 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. | Met |

Comments

M3 When the previous academic manager became the principal two years ago, another long-serving member of the academic management team became the academic manager. They provide cover for each other and assistance is provided by an assistant academic manager, a newly created role. Further continuity is provided by the manager of client services and the accommodation officer, who have both been with the school for many years and can also provide cover for each other.

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

M9 The safeguarding responsibilities of the academic manager are not included in the job description. Job

descriptions are reviewed during annual appraisals, but the written descriptions are not updated.
M10 In one case, a non-standard TEFL qualification had not been investigated.

| 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. | Not 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. | Met |
| 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 | |
| <p>M14 The helpfulness, friendliness and approachability of staff is consistently commented on in feedback from students. Cover arrangements are effective and well established. Staff are offered training and support in the use of the database and they are easily able to retrieve information about students.</p> <p>M18 Some of the designated emergency contact details are paper-based records kept in the school, and they are not printed out for the out-of-hours emergency phone holder.</p> | |

| Publicity | Met |
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| 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. | Met |
| M24 Publicity gives clear, accurate and easy-to-find information on the courses. | Not met |
| M25 Publicity includes clear, accurate and easy-to-find information on costs. | Met |
| M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18. | Not met |
| M27 Publicity gives an accurate description of any accommodation offered. | Met |
| M28 Descriptions of staff qualifications are accurate. | Met |
| M29 Claims to accreditation are in line with Scheme requirements. | Not met |
| Comments | |

The school relies predominantly on the website for publicity, but use is also made of a flyer-style leaflet and social media.

M22 Generally the information is clear and accurate. However, although the larger organisation, of which the school is a part, is run by members of the same family, it is misleading to say 'our family-run school'. The claim that 'it is one of the friendliest schools in Bournemouth' has not been substantiated. There are no further details given about alternative premises used following the information that certain courses 'may be at Richard Language College'. The general intensive English course and the academic year course are listed as two separate courses, but it is not made clear that, apart from the length of time that the student enrolls for, there is no difference between the two courses. The website was amended within a few days of the inspection. The information is now correct and not misleading, and is no longer a point to be addressed.

M23 The English is generally clear and accurate. However, in one section on the website there are a number of language and syntax errors. Some of the information, particularly about Bournemouth, is presented in language that is not accessible at B1 level. This was amended within a few days of the inspection.

M24 In some places the length of classes/courses is expressed in lessons and it is not always easy to find information about the total taught hours per week. Information about non-teaching days within the different courses is not clear. Changes were made after the inspection, information about the length of classes is now easily found

and this is no longer a point to be addressed.

M26 There is insufficient information about the level of care and support given to any students under 18.

M29 Both the website and flyer display an outdated Accreditation Scheme marque. Claims that certain, named aspects of the provision were 'judged to be of a high standard' by the British Council at the school's last inspection are misleading and unfounded. This was amended within a few days of the inspection and there is now no reference to specific aspects of the provision.

Premises and resources

| Premises and facilities | Area of strength |
|--|------------------|
| 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. | Strength |
| 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 Students have a large cafeteria area for relaxation and, adjoining this, there is a room with a full-sized table tennis table. There is also an outside area with tables and benches. The two self-study rooms can also be used by students for relaxation, quiet reading or to use the Wi-Fi enabled computers.

P4 The on-site cafeteria offers one hot meal at lunchtime and sandwiches, snacks, fresh fruit and drinks throughout the day. Prices are very reasonable and students appreciate this service. There is a drinking water dispenser in the table-tennis room.

P6 There is a very large teachers' room where teachers have their own work stations with space to store their materials. Adjoining this is a kitchen and room for all staff to relax and where meetings can be held.

| Learning resources | Met |
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| P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered. | Met |
| P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised. | 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. | N/a |
| P11 Students receive guidance on the use of any resources provided for independent learning. | N/a |
| P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation. | Met |

Comments

P8 Teachers have access to a good range of supplementary materials, including skills books, readers, photocopiable materials and dictionaries. The materials are well organised into clearly labelled sections.

P12 Although there is no formal review process, the school is responsive to requests from staff, new materials are developed and resources are kept up to date.

Teaching and learning

| Academic staff profile | Met |
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| T1 All academic staff have a level of education normally represented by a Level 6 | Met |

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| qualification on the Ofqual register of regulated qualifications. | |
| T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching. | Strength |
| T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners. | Met |
| T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership. | Met |

Comments

T1 One teacher did not have a Level 6 qualification. The rationale provided was accepted within the context of this inspection. The teacher had relevant background knowledge and ELT experience for the profile of the students at the time of her employment, and she has since completed one module of a diploma-level teaching qualification.

T2 Five of the nine teachers teaching during the inspection hold a TEFLQ qualification. One teacher did not have a TEFLI qualification that was externally validated by a recognised body. However the input and observed teaching requirements were met. The teacher also had relevant experience both in ELT and in other areas at the time of employment. The rationale for this teacher was accepted within the context of this inspection.

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| Academic management | Met |
| T5 Teachers are matched appropriately to courses. | Met |
| T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms. | Met |
| T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers. | Met |
| T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected. | Met |
| T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers. | Met |
| T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager. | Not met |

Comments

T10 The policy is for all teachers to have a formal observation once a year and all the current teachers have been observed by a TEFLQ member of the teaching team within the last 12 months. However, because of recent changes in management, most of these observations have not been conducted by an academic manager. The observations were thorough and helpful but not monitoring.

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| 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. | Met |
| T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students. | Met |
| T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills. | N/a |
| T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course. | 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. | Not met |

Comments

T13 Weekly schemes of work based on the coursebook menu are posted on noticeboards in the classrooms at the beginning of the course. However, there is no evidence that these are adjusted or reviewed during the course.

T15 Course design does not systematically include study and learning strategies for all students.

T16 Courses do not specifically include strategies which help students to benefit linguistically from being in the UK.

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| Learner management | Met |
| T17 There are effective procedures for the correct placement of students, appropriate to their level and age. | Met |
| T18 There are effective procedures for evaluating, monitoring and recording students' progress. | 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. | Met |
| T22 Students wishing to progress to mainstream UK education have access to relevant information and advice. | Met |

Comments

None.

Classroom observation record

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|--------------------------------|--|
| Number of teachers seen | 9 |
| Number of observations | 9 |
| Parts of programme(s) observed | General English, IELTS preparation and junior courses. |

Comments

The general English class with teachers from the teacher methodology course was also observed.

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| 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. | Not met |
| T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners. | 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. | Met |
| 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 Teachers generally demonstrated a sound knowledge of the use of English, gave clear explanations of lexis and grammar and produced accurate models of spoken and written language. In some cases the use of phonemic script was used to good effect and stress marks were added to words written up on the whiteboard.

T24 With few exceptions, the topics chosen and content of lessons were of interest to the students, pitched at the right level and took the course objectives into account.

T25 Learning outcomes were usually expressed as teaching aims and had not been made known to students.

T26 Almost all the teachers used a range of effective techniques. These included skilful eliciting, prompting and questioning. In stronger segments, drilling was effectively managed and helpful.

T27 Generally teachers managed the classroom environment well. In some cases the interactive whiteboard was used effectively and work on the whiteboards was clear and generally well organised. Some teachers used their own tailor-made handouts and drawings to good effect. Variety was added by the use of picture prompts and cut-up matching exercises.

T28 Teachers gave students encouragement and positive feedback when due, and in most cases used a range of correction techniques, including promoting self- and peer correction. Pronunciation errors were noted and corrected appropriately.

T29 Most lessons included activities to evaluate learning. In stronger segments stages were carefully planned to ensure adequate preparation for the task, which was then used to evaluate the learning.

T30 Teachers showed sensitivity to individuals and groups, and used personalisation widely. There was good rapport between teachers and students, and students were fully engaged in the lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to weak, with the majority of segments observed judged to be satisfactory. Teachers generally had a sound knowledge of the use of English, and the content of lessons was relevant and of interest to the students. A range of effective teaching techniques was seen, and the classroom environment was generally managed well. Students were encouraged and corrected appropriately, and were fully engaged in their lessons.

Welfare and student services

| Care of students | Met |
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| W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location. | Not met |
| 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. | Not met |
| 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. | Met |
| W8 Students have access to adequate health care provision. | Met |

Comments

W1 Safety measures, including fire risk assessments, regular fire drills and good first aid provision, are in place. The main school entrance is staffed, visitors sign in and out, and the building used for juniors has coded keypad entry as there is no staffed reception. The premises risk assessment does not assess the use of the building for juniors, or the juniors' shared use of the main building with adult students at lunchtimes, nor does it assess any potential risks of the open side entrance to the school premises from the street.

W2 There is no comprehensive plan in place to respond to emergencies.

W3 Pastoral care is a priority for all staff and homestay hosts, and the school prides itself on its family ethos. The named person is the client services manager, who is experienced and very approachable, and knows the students well. She meets them at induction and is easily accessible in the main office/reception. There is good provision for any religious observance requirements.

W5 The emergency phone is currently held by the client services manager. It was agreed that a rota would be drawn up to share the responsibility.

| Accommodation (W9–W22 as applicable) | Met |
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| <i>All accommodation</i> | |
| W9 Students have a comfortable living environment throughout their stay. | Met |
| 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. | Met |
| W12 Students receive written confirmation of accommodation booked, giving clear and accurate information. | Met |
| W13 There are effective procedures for identifying and resolving any problems students have with their accommodation. | Met |
| W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services. | Met |

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| W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have. | Met |
| Comments | |
| <p>W9 The three homestays visited were very satisfactory, with welcoming hosts all fully engaged with their responsibilities in relation to caring for their student guests. The rooms in two of the homes were spacious. In the third home the room was rather small, although a more adequately sized room is sometimes available.</p> <p>W11 Both the accommodation officer and the school's homestay visitor have useful experience of being hosts. Safety measures are checked during inspection visits; hosts are given guidance on completing fire risk assessments and confirm that these have been completed, but the school does not routinely ask to see them.</p> <p>W13 Feedback is collected by means of questionnaires and any issues are followed up promptly. Students can also talk to the extremely supportive accommodation and welfare staff, who are very accessible in the main reception/office.</p> | |
| Accommodation: homestay only | |
| 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 | |
| None. | |
| Accommodation: other | |
| 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 | |
| W22 The school provides information about hotels in the local area but makes it clear that any bookings are made between the student and the hotel. | |
| Leisure opportunities | |
| 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. | Met |
| W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities. | Met |
| W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training. | Met |
| Comments | |
| <p>W23 A good range of information is available, including photos of popular activities. School staff are happy to advise students on travel, things to do and places to visit, and to help with booking tickets. Excursions are offered by two local travel companies well known to school staff.</p> <p>W24 The school offers a leisure programme year round with, at peak times, a full and varied programme, including some alternative activities for 16/17 year-olds on adult courses. The CLAS courses and summer junior courses have their own programme with a good range of appropriate daily activities and weekend excursions.</p> | |

Safeguarding under 18s

| Safeguarding under 18s | Need for improvement |
|---|----------------------|
| 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. | Not met |
| S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation. | Met |
| S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent. | Not 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. | Not met |
| S7 There are suitable arrangements for the accommodation of students. | Met |
| S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students. | Met |

Comments

The school accepts 16 and 17 year-olds on its adult courses. In the summer, junior courses (CLAS) are run for students aged 12–17, and year round for closed groups, and Integra summer courses for students aged 16–20. At the time of the inspection there were four under 18s on adult courses and three students on a closed CLAS course.

S1 The school has a child protection policy but no safeguarding policy. The child protection policy does not include information on recognising abuse, has insufficient detail about response procedures, and has no guidance on handling delayed suitability checks.

S3 The school's parental consent form includes medical consent and curfews but does not inform parents/guardians about situations requiring their consent such as travel, participation in activities, and the specifics about students' unsupervised free time.

S5 Junior courses are run in a separate building. Although juniors break for lunch slightly earlier than adult students, there is some shared use of the cafeteria which has not been risk assessed. See W1. Group leaders are given guidance notes on safety and emergency procedures for each activity they lead with their students. Group leaders are often recruited by the office in France and have varying levels of proficiency in English; the language in the notes is, therefore, too complex.

S6 Students aged under 18 receive a handbook. It contains information about curfews and legal restrictions on what students under 18 can do, but insufficient information on rules relating to students' unsupervised free time in Bournemouth, for example after dinner and at weekends. There are no risk assessments on file relating to any such rules.

Declaration of legal and regulatory compliance

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

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations.

- Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.
- On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.
- Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.
- Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.
- Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

| Inspection history | Dates/details |
|---|---------------------------------------|
| First inspection | 1982, DoE inspected originally |
| Last full inspection | 2014 |
| Subsequent spot check (if applicable) | N/a |
| Subsequent supplementary check (if applicable) | N/a |
| Subsequent interim visit (if applicable) | N/a |
| Current accreditation status | Accredited |
| Other related non-accredited activities (in brief) at this centre | Teacher methodology/refresher courses |
| Other related accredited schools/centres/affiliates | N/a |
| Other related non-accredited schools/centres/affiliates | N/a |

Private sector

| | |
|--------------------------------|---|
| Date of foundation | 1928 |
| Ownership | Name of company: Organisation Scholaire Franco Britannique (OSFB) Paris / Richard-Turgis Richard Language College Ltd. Company number: 01543305 |
| Other accreditation/inspection | N/a |

Premises profile

| | |
|--|---|
| Details of any additional sites in use at the time of the inspection but not visited | N/a |
| Details of any additional sites not in use at the time of the inspection | Gate College, 57 Portchester Road, Charminster, Bournemouth BH8 8JX Possibly July/August – usually 1 or 2 rooms used for adults [7–9 minutes' walk from main school] |

Student profile

| | At inspection | In peak week: July (organisation's estimate) |
|--|---------------|--|
| ELT/ESOL students (eligible courses) | At inspection | In peak week |
| Full-time ELT (15+ hours per week) 18 years and over | 17 | 94 |
| Full-time ELT (15+ hours per week) aged 16–17 years | 5 | 72 |
| Full-time ELT (15+ hours per week) aged under 16 | 0 | 0 |
| Part-time ELT aged 18 years and over | 0 | 0 |
| Part-time ELT aged 16–17 years | 0 | 13 |
| Part-time ELT aged under 16 years | 2 | 18 |
| Overall total ELT/ESOL students shown above | 24 | 197 |
| Junior programmes: advertised minimum age | 12 | 14 |
| Junior programmes: advertised maximum age | 17 | 17 |
| Junior programmes: predominant nationalities | French | French |
| Adult programmes: advertised minimum age | 16 | 16 |
| Adult programmes: typical age range | 20–45 | 20–45 |
| Adult programmes: typical length of stay | 2 weeks | 2 weeks |
| Adult programmes: predominant nationalities | Saudi | French/Swiss/Spanish/ Polish |

Staff profile

| | At inspection | In peak week (organisation's estimate) |
|--|---------------|--|
| Total number of teachers on eligible ELT courses | 9 | 26 |

| | | |
|--|---|---|
| Number teaching ELT 20 hours and over a week | 8 | |
| Number teaching ELT under 19 hours a week | 1 | |
| Number of academic managers for eligible ELT courses | 2 | 2 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 4 | |
| Total number of support staff | 1 | |

Academic manager qualifications profile

| Profile at inspection | | |
|--|-----------------------------|--|
| Professional qualifications | Number of academic managers | |
| TEFLQ qualification | 2 | |
| Academic managers without TEFLQ qualification or three years relevant experience | 0 | |
| Total | 2 | |
| Comments | | |
| During inspection week neither academic manager was scheduled to teach. Normally the assistant academic manager has 6 hours scheduled teaching per week. | | |

Teacher qualifications profile

| Profile in week of inspection | | |
|--|--------------------|--|
| Professional qualifications | Number of teachers | |
| TEFLQ qualification | 5 | |
| TEFLI qualification | 3 | |
| Holding specialist qualifications only (specify) | 0 | |
| Qualified teacher status only (QTS) | 0 | |
| Teachers without appropriate ELT/TESOL qualification | 1 | |
| Total | 9 | |
| Comments | | |
| None. | | |

Accommodation profile

| Number of students in each at the time of inspection (all students on eligible courses) | | |
|---|--------|-----------|
| Types of accommodation | Adults | Under 18s |
| <i>Arranged by provider/agency</i> | | |
| Homestay | 10 | 7 |
| 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 |
| <i>Arranged by student/family/guardian</i> | | |
| Staying with own family | 0 | 0 |
| Staying in privately rented rooms/flats | 7 | 0 |
| | | |
| Overall totals adults/under 18s | 17 | 7 |
| Overall total adults + under 18s | 24 | |