

Organisation name	Southbourne School of English, Bournemouth
Inspection date	28–31 July 2015

Section standard	Met	Not met
<b>Management:</b> 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"/>
<b>Resources and environment:</b> 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"/>
<b>Teaching and learning:</b> 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"/>
<b>Welfare and student services:</b> 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 checked="" type="checkbox"/>	<input type="checkbox"/>

### Recommendation

We recommend continued accreditation.

### Summary statement

The British Council inspected and accredited Southbourne School of English Bournemouth in July 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](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the areas of staff management, premises and facilities, learning resources and academic management.

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

## Organisation profile

Inspection history	Dates/details
First inspection	1982
Last full inspection	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	None
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

## Private sector

Date of foundation	1966
Ownership	Southbourne School of English Ltd
Other accreditation/inspection	ISI

## Premises profile

Address of main site	Southbourne School of English, 30 Beaufort Road, Bournemouth BH6 5AL
Details of any additional sites in use at the time of the inspection	Bournemouth Collegiate School, College Road, Bournemouth BH5 2DY
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>The main school building is located in a residential part of Southbourne. Since the time of the last inspection, a top floor has been added, providing five more classrooms, and the reception/office area has been enlarged and improved. There is a new computer area in the cafeteria and good Wi-Fi throughout the building. The school now has 21 classrooms, a cafeteria, two small staffrooms and an open plan reception/office area.</p> <p>The residential centre (Bournemouth Collegiate School), used for four weeks each summer, is ten minutes' walk from the main school. It is leased from a year-round independent school. The provider has used this site for ten years and has exclusive use of the following facilities: 16 classrooms, two IT suites, two offices/teachers' rooms, a hall for meetings and activities, a dining hall, an indoor swimming pool, tennis courts, a basketball court, a sports hall, an all-weather pitch and a playing field. Bournemouth Collegiate School (BCS) has recently undergone an extensive refurbishment and renovation programme to improve the girls' accommodation and the dining hall. Students at the main school make use of BCS's sports hall and swimming pool while students at BCS are in class.</p>

## Student profile

Student profile	At inspection		In peak week July (organisation's estimate)	
	Main	Residential	Main	Residential
Centres				
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%	100%	100%
<b>ELT/ESOL students (eligible courses)</b>	At inspection		In peak week	
Full-time ELT (15+ hours per week) 18 years and over	126	0	126	0
Full-time ELT (15+ hours per week) aged 16–17 years	123	5	123	5
Full-time ELT (15+ hours per week) aged under 16	172	110	172	110
Part-time ELT aged 18 years and over	0	0	0	0
Part-time ELT aged 16–17 years	0	0	0	0
Part-time ELT aged under 16 years	0	0	0	0
Overall total of ELT/ESOL students shown above	421	115	421	115

Minimum age (including closed group or vacation)	9	9	9	9
Typical age range	11–18	11–14	11–18	11–14
Typical length of stay	2 weeks	2 weeks	2 weeks	2 weeks
Predominant nationalities	Italian, Spanish, Turkish		Italian, Spanish, Turkish	

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	31	31
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	9	
Number teaching ELT 20 hours and over/week	22	
Total number of administrative/ancillary staff	34	

### Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection		
Professional qualifications	Total number of teachers	
	Main	Residential
Diploma-level ELT/TESOL qualification (TEFLQ)	6	1
Certificate-level ELT/TESOL qualification (TEFLI)	16	4
YL initiated	0	0
Qualified teacher status only (QTS)	1	4
Teachers without appropriate ELT/TESOL qualifications	4	0
<b>Total</b>	<b>27</b>	<b>9</b>

These figures exclude the academic manager(s)

### Comments

Five teachers were teaching at both centres, which explains why the total number of teachers in the two centres (36) is five more than the total number of teachers (31) in the staff profile above.

### Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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

Students aged 16 and 17 are enrolled on adult courses. In the previous 12 months, 53 per cent of courses run were junior courses, 46 per cent were adult general English courses and one per cent ESP courses. The figures for adult courses include 16 and 17 year-olds enrolled on adult courses. The age range for junior courses is 9–16 years. The main site has adult and junior students year round. The residential centre is for juniors only for a four week

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period in the summer.

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### Accommodation profile

#### Number of students in each at the time of inspection (all ELT/ESOL students)

Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	121	300
Private home	0	0
Home tuition	0	0
Residential	0	110
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<b>Arranged by student/family/guardian</b>		
Staying with own family	5	0
Staying in privately rented rooms/flats	0	0
<b>Overall totals adults/under 18s</b>		
	126	410
<b>Overall total adults + under 18s</b>		536

### Introduction

Southbourne School of English (SSE), a family-run school, was established in 1966 and has nearly 50 years' experience of running both adult and junior courses (including junior residential courses). The main school in Southbourne, a residential suburb of Bournemouth, offers courses year round for adult students and closed junior groups, as well as a new spring course for individual juniors. During the summer period (mid-June to the end of August), both group and individual junior students are enrolled. The junior residential centre (BCS) is ten minutes' walk from the main school, where students aged nine to 16 study. The majority of students stay in the centre, with only a handful of students choosing the homestay option.

The managing director, one of the school's owners, is closely involved in the day-to-day running of the school. The academic management team has been at the school for between 13 and 20 years, while the director of studies (DoS) at BCS is in her sixth year in that role. Several teachers have also been at the school for many years.

An extension to the main building, consisting of a top floor with five extra classrooms, was added in 2013. This has enabled the majority of students to study at the main school site during the busiest periods with a consequent reduction in the need for short summer rental of additional classrooms. Other developments since the last inspection include improved Wi-Fi, the introduction of air conditioning throughout the main school building and an enlarged, open-plan office for the administrative staff. One notable feature of the school is that all of the homestays normally used are within walking distance of the school.

The inspection lasted three and a half days, one day of which was spent at the residential centre. At the main school, interviews were held with the managing director, the principal/DoS, one of the two assistant directors of studies (ADoSs), the office manager, the accommodation officer, the welfare officer, the client services manager, who is also the overall activities organiser, and the summer activities organisers. Focus groups were held with a small group of teachers and two groups of students – junior and adult – as well as with activity leaders and group leaders. One inspector visited three homestays and all teachers were observed.

At BCS, the residential centre, interviews were held with the centre manager, the DoS, the leisure and sports organiser and with BCS's accounts and finance manager, who liaises with SSE. Focus groups were held with a group of students and with the teachers, four of whom also teach at the main school. Meetings were also held with activity leaders and group leaders. All teachers were observed and one inspector visited the residential accommodation.

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## Management

### Legal and statutory regulations

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

#### Comments

M1 The items sampled were satisfactory.

### Staff management

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

#### Comments

M2 There is a very clear structure of management and administration in the school with photographs illustrating this on a noticeboard in the main entrance to the school. The principal also has the role of DoS. All key members of staff are knowledgeable about other areas of the school's operation so that they can easily cover when colleagues are absent.

M4 Communication within the school (and between the main school and the residential centre) is very good with weekly, minuted teachers' meetings and measures to ensure that teachers who are unable to attend see and read the minutes. Daily meetings of activity leaders take place at both centres, while group leaders meet daily at BCS and are seen individually on a daily basis at the main school. Administrative and senior academic staff share open-plan offices, which facilitate easy communication.

M6 Met but not all copies of certificates and only a limited number of references were on file. This is partly accounted for by the length of service of some of the teaching staff. The organisation of staff records made retrieval of documents rather difficult. Some certificates not initially found were produced later in the inspection.

M7 There are very thorough induction procedures at both sites. There is a full day's induction at BCS, which includes safeguarding, health and safety, and fire drill training, as well as dedicated sessions for teachers and activity leaders. Activity leaders' training includes shadowing trips led by an experienced excursion leader. At the main school, inductions are accompanied by checklists and again include safeguarding and health and safety training. Administrative staff receive training in the use of the school's database.

M8 All permanent, full-time members of staff have annual appraisals with teachers' appraisals linked closely to observation of teaching. Although proof was seen of steps taken when performance was unsatisfactory, procedures for dealing with unsatisfactory performance are not clearly laid down anywhere.

M9 There is an explicit, formalised policy for the continuing professional development (CPD) of all staff, with generous support for development of both academic and administrative staff. Academic staff are encouraged to attend – and do attend – development sessions at local schools as well as the regular sessions held within the school. Administrative staff benefit from training in safeguarding, health and safety and in the use of the school's database. At BCS, where the course only runs for four weeks and each day is very busy, there are fewer opportunities for professional development, although teachers do have short CPD sessions each week and can attend the sessions at the main school or at other Bournemouth schools if they can find the time.

### Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Student records	<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 checked="" type="checkbox"/>	
M15 Conditions and procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

M10 Students and group leaders praised the administrative staff's availability, friendliness and willingness to help. Good cover procedures ensure that office staff are always able to deal with the workload, even in very busy periods. The database, provided by a local firm, is entirely suitable to the school's needs and both training in its use and support when there is a problem are readily available.

M13 Information about students' local and emergency or next of kin contact details is collected on their first day when students complete student cards. These are then scanned into the database so that, in an emergency, the details can easily be accessed even outside office hours.

M14 The very clear and effective attendance policy can be found in both student and staff handbooks and it is reinforced at student inductions. Any absence of students who are under 18, whether in class or on an activity, is reported and followed up immediately. Regular absence is recorded on the database and a series of warnings can culminate in expulsion from the school. However, the stages leading to expulsion are not spelled out.

M15 The conditions under which a student may be asked to leave a course can be found in staff and student handbooks but they are couched in terms that are too difficult for most students to understand. There is no mention of the procedures leading to a student being asked to leave a course.

#### Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

M17 The centre manager at BCS writes a report which leads to changes the following summer. Review at the main school is done by discussion, with changes taking place as a result of these discussions. However, there is no systematic review procedure that draws on input from students, group leaders and members of staff, leading to a written record of what action has been taken.

M18 All students complete both 'first impressions' questionnaires in the first two days of their course and end-of-course questionnaires. Although action is taken on suggestions and on negative comment and the action taken on more serious matters is recorded, there is no systematic collation and analysis of comments which could lead to quick improvement to the services offered by the school.

M19 Staff feedback is elicited at meetings and during appraisals. However, the views of staff who are leaving the school are not invited or recorded.

#### 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

The school's publicity comprises a website and a brochure, the latter with a number of inserts, the details of which are changed each year.

M21 All publicity and information is in clear and accurate English, accessible to non-native speakers. The majority of the small number of errors of spelling and punctuation in the brochure were corrected in the course of the inspection, as a new version was awaiting dispatch to the printers.

M22 Met but the description of a classroom that doubles as a small library as 'A library, equipped with a wide selection of books and guides' is misleading. This description was corrected at the time of the inspection.

M23 Although changes were made to the outline descriptions of courses during the inspection, with additional information on course objectives added, the course descriptions in the brochure often do not include mention of the levels of English that each course caters for.

M24 Publicity gives accurate information on most aspects of this criterion. However, the times of classes are not included for all types of courses on the website and were only added to the brochure in the course of the inspection.

M25 Met but the approximate cost of any leisure programme not included in the course fees for adults is not mentioned.

## Management summary

The provision meets the section standard. The management of the provision operates to the benefit of its students and in accordance with its publicity. *Staff management* is an area of strength.

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Comments

R1 Both sites have rooms and external areas that are adequate in size and in number of rooms. They provide a very comfortable environment for both staff and students. The main school is a first class learning and working environment, while BCS, although not of the same high standard throughout, still provides a very suitable environment for staff and students.

R2 The main school, with its new top floor, underfloor heating in parts of the building and air conditioning throughout, has a very high standard of repair and decoration. Parts of the school are re-decorated every year. The residential school has a refurbished girls' accommodation block and a freshly decorated and re-organised cafeteria. Other parts of the centre are not as smart but still provide an adequate level of repair, cleanliness and decoration.

R3 Classrooms at both sites are adequate in number and in size. Where classrooms are less spacious, class sizes are smaller. Heating, lighting and ventilation are good throughout – and very good at the main school – and all classrooms are free from disruptive noise. Although the arrangement of furniture is always designed to suit the size of the classrooms, at times the use of rows of tables in smaller rooms militates against flexibility of layout.

R4 In fine weather, students at the main school have the use of the attractive gardens in front of and to the side of the main school while, in wet weather and at colder times of the year, the extended cafeteria seats up to 120 students and students are also able to make use of classrooms to relax in. At BCS, there is a large canteen and extensive grounds. A large hall is brought into use when weather is inclement. Both sites provide a reasonable range of appropriate food – included in the course fee at BCS and at affordable prices at the main school.

R5 Signage and display at the main school is of a very high standard. At BCS, signage is not very clear but display facilities are good.

R6 There is a large staffroom for both teachers and activity leaders at BCS with extensive storage space. At the main school, although space for staff to relax and work in has been expanded from one room to two rooms, the space available is still rather limited, particularly at busy times, and storage space is restricted to locked drawers in classrooms. Activity staff have meetings and can relax in the cafeteria. They are usually busy monitoring students during breaks and lunchtimes.

## Learning resources

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

### Comments

R7 There is a wide range of learning materials at both sites, appropriate to level, length and type of courses and sufficient in number for the number of students enrolled. These include a variety of materials for young learners. Teachers commented on the excellence of provision.

R8 The large selection of up-to-date and appropriate materials and resources for teachers is very well maintained and organised, with regular checks leading to the removal of out-of-date materials. All resources are easily accessed at both sites. The materials include a writing programme for the intensive classes that take place in the middle of the day and a five-level course for the residential junior programme, both put together by staff at the school.

R9 All classrooms at both sites are equipped with interactive whiteboards (IWBs). All staff have been trained to use the IWBs. School staff look after straightforward maintenance and repair but outside support provided by a local company is used when necessary.

R10 The school offers students the use of a portable language laboratory in one of the classrooms in the main school twice a week in the summer and four times a week the rest of the year. The same room doubles as a small library where students can borrow books once a week.

R11 No guidance is offered other than by the teacher who is present for language laboratory sessions and to loan books.

## Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources and environment support and enhance the studies of students and offer a high quality professional environment for staff. *Premises and facilities* and *Learning resources* are areas of strength.

## 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 checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

T1 Three teachers did not have Level 6 qualifications. All of the rationales for these teachers were accepted within the context of this inspection.

T2 Four teachers did not have appropriate ELT/TESOL qualifications.

T3 One teacher, who was also only teaching juniors, had completed her PGCE but her qualified teacher status was pending. The rationale for this teacher was accepted in the context of this inspection. Another teacher, who was also only teaching juniors, had a City and Guilds and OCNW Certificate of Higher Education in FE Teaching. Her rationale was accepted in the context of this inspection. A third rationale was provided for a teacher who was QTS in secondary teaching. Although she was teaching adult classes, with one exception all of the students in her classes were sixteen or seventeen years old. Her rationale was accepted in the context of this inspection. The fourth teacher had an ELT/TESOL initial qualification which did not meet Scheme requirements. The rationale for this teacher was accepted in the context of this inspection because of his experience and the support available to him.



T4 All four members of the academic management team, three of whom work year-round at the main school and one of whom works for four weeks of the summer at BCS, are TEFLQ and have many years' relevant experience of EFL teaching as well as considerable academic management experience.

### Academic management

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

#### Comments

T6 Great care is taken to match teachers appropriately to courses, taking into account experience and preference. While newly qualified teachers usually do not teach juniors, beginners or exam classes, teachers who have taught the same level or course for a while are encouraged to try working with different levels or on different courses.

T7 A number of measures ensure appropriate timetabling of students, teachers, classrooms and courses. In the main school, juniors always follow a different timetable so that juniors and adults are, as far as possible, kept apart. At times, certain parts of the school may be used exclusively by junior groups or classes. Teachers rarely teach all three teaching blocks of the day. Where possible, teachers teaching at the same level will be in classrooms adjacent or close to each other.

T8 Academic managers are always available to cover and, at peak times, a senior member of the teaching staff is always free. Teachers do not teach all three blocks in the day so somebody is always free to cover. As the syllabus is relatively structured, both at the main school and at BCS, and since all classes have a scheme of work for each week, it is relatively easy for the cover teacher to provide lessons that fit in with the syllabus.

T9 The syllabus is formulated in weekly, self-contained blocks, making it easier for new students to join a class. The teaching week always begins on a Tuesday, when new students join their classes. There are very useful tips for dealing with continuous enrolment in the teachers' notes, including a variety of ways to introduce new students to the school's rules, with a number that involve old students teaching new students.

T10 Teachers who have been with the school a while or who have passed through the early stages of their careers are given opportunities to develop their strengths by trying new levels or types of course. This movement into new areas is facilitated by peer observation and support from academic managers or more experienced peers. There is a wide range of CPD opportunities, both within the school and at other schools in the area. Funding for further qualifications is available. Peer observation is encouraged and teachers are told who they should watch to avoid the risk that only a few teachers will always be observed. Opportunities for CPD are frequently linked to observations so that weaknesses identified during an observation may be followed by related development sessions.

T11 Teachers new to the school are observed early on, usually unannounced. This allows academic managers to identify where support is needed in the shape of peer observations, CPD or help with planning. Annual, longer and more formal observations are tied to appraisals. A target may be agreed upon at appraisal and this target becomes the focus of the formal observation. Teachers praised the value of the oral and written feedback provided by academic managers.

### 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T12 The syllabus for junior and senior courses at the main school is coursebook-based but teachers are encouraged to supplement the coursebook with other materials, including their own, to ensure that all skills and all areas of language are covered. The middle lessons of the day at the main school, attended only by students on the intensive course, follow a negotiated syllabus, where teachers discuss what students want to focus on. This course

includes a writing programme at four different levels, designed to help students to be better prepared to start studying for IELTS. At BCS, teachers of the five top levels use a syllabus written by SSE staff which, in response to wishes expressed by students and group leaders, has a grammatical and lexical focus as well as emphasis on project work and preparation for excursions. Only the beginners' class uses a coursebook. The principles behind these different syllabi are described in writing. Teachers working on coursebook-based courses are given clear guidelines as to how much material should be covered each week. The lack of adequate guidance as to how to create a coherent weekly plan for the negotiated intensive class resulted in some teachers finding it both difficult and time-consuming to plan effectively.

T13 The new junior syllabus at BCS and the relatively new writing programme at the main school are two examples of outcomes of regular review of course design in the light of the changing needs of students and feedback from students and teachers.

T14 A weekly scheme of work is displayed in every classroom.

T15 Coursebooks used at the school usually include regular work on study skills that support independent learning. Teachers were observed encouraging students to use monolingual dictionaries and to look up information on the internet. Very little evidence was seen of teachers developing their students' skills in the area of storing and activating language encountered in class. Information on continuing learning after their courses is available in the student handbook.

T16 At BCS, both project work and excursion preparation involve strategies that ensure students develop their language skills outside the classroom. Homework at the main school, which is set every day, often includes tasks that involve students doing research outside the classroom. The fact that nearly all students stay in homestays allows for homework to relate to life at home.

### Learner management

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

#### Comments

T17 Efficient procedures for the correct placement of students lead to relatively few changes in level. However, there are effective measures in place that enable students to move class, with final decisions taken by academic managers. Starting levels are tied to Common European Framework of Reference (CEFR) descriptors.

T18 Student progress is monitored through weekly tests, each week's focus changing so that all four skills, grammar and vocabulary are covered, and by monthly tutorials. Targets are set at these tutorials.

T22 Information on entering mainstream UK education is outsourced to a local educational consultant.

### Classroom observation record

Number of teachers seen	30
Number of observations	30
Parts of programme(s) observed	All three blocks in the day were observed at the main school and one small business-focused closed group class. Classes were also observed at BCS.

#### Comments

One teacher who was teaching in the early part of the week at the main school was ill on the day observation took place there so that only 30 of the 31 teachers teaching during the week of the inspection were actually observed. Four of the teachers teaching at BCS in the mornings were teaching at the main school in the afternoons.

### Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

T26 Coherent and relevant activities	<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 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T23 Awareness of language in relation to what was being taught was generally sound. In the best segments, teachers modelled pronunciation and stress well and provided appropriate models in most cases. Anticipation of difficulties in lesson plans rarely extended to lexis or grammar. Teachers' explanations were not always helpful.

T24 Most teachers tuned their language to the level and age of their students, particularly with younger students or at elementary levels. A small minority of teachers spoke too rapidly, with no concession to students' level. Only rarely was there any planning for differentiation.

T25 Topics and themes of lessons were broadly appropriate to course objectives. There was little evidence that teachers were actively assessing what students already knew before beginning to present or practise language or skills. The student profiles, although clear and informative, did not seem to have influenced planning. However, there was provision for students to influence course design in project-based lessons and in the negotiated intensive course.

T26 Plans were nearly always coherent and, when the coursebook provided the coherence, most teachers introduced variety rather than simply following the coursebook material. No lesson plan specified the intended learning outcomes: all objectives were expressed in terms of the teachers' aims, such as practising, revising and eliciting.

T27 Classroom management was very good in most cases. Instructions were clear, nomination was frequent and coursebooks were well supplemented. IWB use was mixed though all teachers displayed a degree of competence. However, the IWB was generally underexploited.

T28 Review of the previous lesson and the setting of homework were almost universal. Good examples of eliciting, prompting, jigsaw reading, games, activities involving movement and competition, and using students to teach and search for word meanings were seen. There were very few instances of explicit correction and very little work on pronunciation. Drilling was occasionally perfunctory and some activities were allowed to go on too long.

T29 Activities and interactions were generally very well handled, with efficient and sensitive arrangement of pair and group work. In the best segments, ways of forming groups were varied and the process was handled economically. Students were always on task in morning classes and, in most cases, in afternoon classes.

T30 In nearly all classes, there was a relaxed but purposeful atmosphere with an almost invariably good rapport between teacher and students. Teachers knew their students well and, in the best segments, their energy and enthusiasm sparked students' interest.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching observed ranged from satisfactory to good, with the majority of the lesson segments observed being good. Planning was reasonably good, although lesson aims were nearly always expressed in terms of teacher intentions rather than learning outcomes. Knowledge of the linguistic systems of English was generally sound and most teachers were able to adapt their language to the students' level. Classroom resources were used effectively, although the IWB was underexploited. Classroom interactions were well managed and techniques were generally appropriate although very little attention was paid to pronunciation and very little correction was seen. Most classes were engaged and the good rapport between teachers and students resulted in a positive learning atmosphere. Students and group leaders praised the quality of the teaching.

#### Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The profile of the academic management team is very good indeed. Teachers are given very good support to ensure that their teaching meets the needs of their students. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

## Welfare and student services

### Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 There is a variety of suitable measures to ensure student safety and security at both the main school and BCS. At the main school, these include CCTV, with a screen visible to staff in the main office, a sign-in book and a distinctive lanyard for visitors, risk assessments, and the regular testing of fire alarms. Teachers also walk juniors through the nearest evacuation route fire exits. At BCS, there is also CCTV and the outer doors of the building are on keypads. External doors are checked at night-time, and activity leaders are on corridor duty until 01.30. Daytime evacuation exercises had taken place. The bedrooms checked all had window restraints, but there were no restraints on three windows in a shower room on the upper floor of the boys' accommodation block.

W2 The student handbook includes information on places of worship, and there are flexible arrangements for responding to student requests for a private space for religious observance. Tutorials include a pastoral focus.

W3 At the main school the welfare officer is the named person; at BCS, students are told they can speak to the centre manager or one of their teachers.

W4 The bullying policy is set out in staff and student handbooks. This does not describe procedures for dealing with incidents of abusive behaviour, but students are warned that bullying can lead to expulsion.

W5 The 24-hour emergency number is printed on the student identity card, which students are expected to carry with them at all times.

W6 Confirmation of transfers includes helpfully detailed information on the driver, meeting place and emergency contact numbers.

W7 There are separate, clearly written handbooks for students on adult and junior courses. Both contain detailed and helpful information and advice and are attractively illustrated with maps, pictures and photographs of staff. Key information is reiterated during student induction.

### Accommodation profile

#### Comments on the accommodation seen by the inspectors

All students at the main school under the age of 18 – with the possible exception of individuals for whom alternative arrangements have been made by parents/guardians – are in homestay, as are most of the adult students.

Homestays normally used are in a residential neighbourhood within walking distance of the school. Three homestays were visited.

Students at BCS, all of whom are 16 or younger, are accommodated on site, apart from one group, whose agent prefers them to be in homestay. Girls and boys are in separate areas. The girls' area has been recently upgraded, and most of the girls were in twin or triple ensuite rooms, with a minority in dormitories for up to six with their own facilities. The boys' area contains one three-bed flat with ensuite facilities; all other students use communal facilities. Supervising adults in non-ensuite rooms take showers earlier or later than the students.

### 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 checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>

W13 Information	<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 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**

W9 The homestays visited comfortably met Scheme requirements. All rooms at BCS were appropriately furnished, and washing and laundry facilities were sufficient for the number of students. Feedback on meals at BCS was broadly positive.

**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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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**

None.

**Accommodation: residential**

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

**Comments**

W22 Public areas and students' rooms are cleaned daily, and students are required to keep their rooms tidy. All areas inspected were admirably clean and tidy.

**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 type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Comments**

W24 Advice for students considering moving from homestay to private accommodation is given in the adult student handbook, and support is available if requested.

**Leisure opportunities**

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Comments**

W27 Closed groups negotiate their own leisure programme, and group leaders accompanying students on summer courses can, with the agreement and assistance of the school, arrange additional or alternative activities for their

groups. In addition to the compulsory activities programme for under 16s at the main school and all students at BCS, there is a varied leisure programme of activities and week-end excursions. W29 A lifeguard and an activity leader are on duty when the swimming pool at BCS is in use.

### Welfare and student services summary

The provision meets the section standard. The needs of students for security, pastoral care, information and leisure activities are met; the accommodation provided is suitable; and the management of accommodation systems works to the benefit of students.

### Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

At the time of the inspection, many of the students were under 18 and the majority of these were accompanied by group leaders. There were 53 individual students were enrolled on junior courses at the main school; these included one ten year-old, three 11 year-olds and seven 12 year-olds. There were 21 individual juniors at BCS, including one nine year-old and eight 12 year-olds. There was also one nine year-old whose group leader was non-residential but visited each day.

C1 The school has a comprehensive safeguarding policy, and evidence was seen that this is regularly reviewed. The policy includes child protection and social contact with minors. It also differentiates between students aged 16–17 studying on adult courses and junior students aged 16 and under. Provision for private fostering includes DBS checks for all members of a household over the age of 16 and regular visits by the local private fostering team.

C2 Both the principal and the welfare officer have received specialist training. The principal delivers training to all staff as part of their induction, and all staff undergo refresher training on an annual basis.

C5 Evidence was seen of DBS checks on all relevant staff and of police checks/agency checks for group leaders. If the results of a check have not been received, a risk assessment is carried out and access to under 18s is supervised.

C6 Students on junior courses at the main school and students at BCS all take part in a compulsory activities programme. Although wet-weather contingency plans were seen, the afternoon activities seen made no allowance for students with little interest in sport: several were seen fully dressed waiting for a swimming activity to end. Other students were not at a scheduled outdoor location. Current procedures make insufficient use of group leaders to ensure that all students are present and on time for afternoon activities.

There are clear rules across the two sites for students of all ages, and group leaders have a supervisory role in relation to their own students. At the main school, activity leaders are assigned responsibility for individual students under the age of 16, who are identifiable by armbands and from a printed gallery of photographs distributed to relevant personnel. These students go to their homestays immediately after classes finish at 17.30, and there are age-differentiated curfew times. 16–17 year-olds who are enrolled on an adult course but not accompanied by a group leader are asked to attend a weekly meeting with the welfare officer; any issues are entered on the database. However, at BCS, closer supervision of individual students is needed at certain times. Here, one or two activity leaders have specific responsibility for individual students during afternoon activities and excursions, but there are no regular structured welfare meetings, and there are no formal checks on these students between 17.30 and the start of evening activities at 20.00. The small number of BCS students in homestays are transported to the school after breakfast and from the school after dinner (or an evening activity). All other residential students are all expected to be in their rooms at the same time (22.00), irrespective of their age, which may vary from 9 to 16.

C7 At the main school, lunch is provided for individual students under the age of 16. The small number of non-residential students at BCS have both lunch and dinner at the school from Monday to Friday. Appropriate arrangements are in place for the supervision of students in residential accommodation at BCS.

**Care of under 18s summary**

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The provision meets the section standard. In general, there is evidence of thoughtful concern for the safeguarding of students under the age of 18, the leisure activities provided are appropriate, and care is taken to ensure that the accommodation provided is suitable.

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