

Organisation name	Southbourne School of English
Inspection date	9–11 April 2019

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation. However, evidence should be submitted within three months to demonstrate that weaknesses in M18, S1 and S3 have been addressed.

Summary statement
<p>The British Council inspected and accredited Southbourne School of English in April 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This large private language school offers courses in general English for adults (18+), young people (16+) and under 18s, and for closed groups of adults (18+), young people (16+) and under 18s.</p> <p>Strengths were noted in the areas of learning resources, care of students and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Southbourne School of English is a family-run school and was established in 1966. The main school in Southbourne, a residential suburb of Bournemouth, offers year-round courses for adult students and closed junior groups, as well as a spring course for individual juniors. During the summer period from mid-June to the end of August, both group and individual junior students are enrolled. The junior residential summer centre based at Bournemouth Collegiate School is ten minutes' walk from the main school.

The inspection was carried out by two inspectors and lasted three and a half days. Interviews were held with the managing director, the academic management team, and members of the accommodation, welfare, administration and marketing teams. Focus groups were held with two groups of teachers and two groups of students, junior and adult, as well as with activity leaders and group leaders.

One inspector visited one off-site classroom which was in use at the time of the inspection and three homestays, two hosting under 18s and one hosting two adult students. All teachers timetabled during the inspection were observed. The junior residential centre was not in use and not available for a visit at the time of the inspection.

Address of main site/head office

30 Beaufort Road, Southbourne, Bournemouth BH6 5AL

Description of sites visited

The school is based in a residential part of Southbourne, a suburb of Bournemouth. It is a ten-minute walk from Pokesdown railway station. The school is based in two adjoining buildings, which have been extended as the school has grown. There are 21 classrooms and a 1-1 room, all with interactive whiteboards, a cafeteria, two staffrooms, an academic management room and an open plan office and reception area where most of the school's central services are based. One of the classrooms also serves as a self-access and listening centre. The cafeteria has computers which students can use outside of class times. The building has Wi-Fi throughout. The school has a garden with seating in front of the building. During the inspection an additional classroom was used at another language school one mile from the school.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers general and closed-group courses to students aged 16 and over. In addition, it offers general and closed group courses to students aged ten to 15.

The adult courses are in general English, and examination classes are available at some times of year. In addition, some closed groups request examination preparation courses. Students can choose to study for 15 or 21 hours per week, or an intensive plus option which offers 27 hours, including six hours of one-to-one tuition.

Junior courses for students aged ten to 15 run during the spring and summer vacations, and offer 15 hours per week of study.

Management profile

The managing director, one of the school's owners, is closely involved in the day-to-day running of the school and manages all non-academic departments. The academic management team is made up of a principal, assistant director of studies and an academic administrator.

Accommodation profile

Students are accommodated in homestays arranged by the school. All are in the Southbourne area, within walking distance of the school. Some hosts accommodate over 18s only but the majority can host students aged under 18. Occasionally, adult students stay in local guest houses recommended by the school. During the summer junior residential courses are run in a nearby boarding school. The inspectors stayed in one of the guest houses recommended by the school.

Summary of inspection findings

Management

The provision meets the section standard. The management of the school operates to the benefit of the students, although the provider's goals and values are not clearly documented. The structure of the organisation is well established, communication is good and student administration is carried out effectively. Publicity mostly gives students realistic expectations.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a pleasant and professional environment for work and relaxation. A wide range of learning resources is available to staff and students, and excellent advice is available on the use of these resources. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard. The academic staff team has an appropriate professional profile for the context. The academic management team is supportive to staff. Course design is adequate, and learner management is effective. The teaching observed met the requirements of the scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of the students for security, pastoral care, information and leisure activities are very well met. Students benefit from well-managed student services, including out-of-class activities and suitable accommodation. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. Overall, there is appropriate provision for the safeguarding of students under the age of 18 on the school premises, in their accommodation, in the leisure activities organised by the school and during their time outside the scheduled programme.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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.	Not met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Not 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.	Strength
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	Met

improvement. Appropriate action is taken and recorded in an annual self-evaluation.	
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Comments

M1 There is not an explicit written statement which describes the values and goals of the organisation.
M2 While the managing director can articulate the objectives for the future of the organisation, they are not written or recorded. There is no evidence of management planning towards objectives.
M3 There is a clear and documented structure in place. This structure is clarified to staff and students in handbooks and on noticeboards accompanied by job titles, photographs and responsibility areas.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Not met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M8 Effective human resources policies are implemented. There is good provision for employee welfare, and staff feel valued and supported.
M10 A small number of staff files did not have signed and dated copies of certificates. This was rectified shortly after the inspection and is no longer a point to be addressed.
M11 Induction is thorough for all staff, including temporary teachers. Induction time is paid and new teachers are given the opportunity to observe peers.
M12 There are no written monitoring and appraisal procedures and no record of monitoring and appraisal.

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.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 There is consistently excellent feedback from students and group leaders regarding the availability and helpfulness of school staff.
M18 Appropriate information is collected but is not accessible to the emergency phone holder out of school hours.
M19 Clear information is given to students and staff regarding attendance and punctuality. There is systematic follow up on absence and punctuality by management.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about	Met

the premises, location, and the extent and availability of the services and resources.	
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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity consists of a brochure, a website, social media and a number of fliers which are available for agents. At the time of the inspection, the brochure was being redesigned. Inspectors used the 2018 brochure for this inspection. The website is the main source of publicity for students.

M24 Junior courses are advertised for students aged between ten and 15. However, at the time of the inspection, a nine-year-old student was studying in a junior class.

M28 All teachers are described as qualified to teach English as a foreign language, but one teacher who is teaching adults in the school is not ELT qualified.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Not met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
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.	Met

Comments

P2 Some rooms are inadequate in size for the number of students in class. Room size makes furniture layout inflexible.

P5 Signage is consistent and branded, promoting a sense of identity around the building. Signs give clear directions. Noticeboards are attractive and up to date with useful welfare, academic and practical information for students.

Learning resources	Area of strength
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.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
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.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P7 There is a wide range of up-to-date learning resources suitable for all course types taught. Materials include coursebooks, supplementary materials, in-house materials, digital resources and reference books. There is a system for reserving some resources for morning or afternoon classes to help ensure there is no replication of content for students.

P9 Interactive whiteboards are in every classroom and are used regularly and confidently. Staff are systematically trained how to use the boards.

P10 There is a self-access centre which has a wide selection of listening and reading materials. Many students access the centre at breaks and after classes.

P11 The self-access centre is staffed by an experienced member of the academic management team, who offers personalised advice to students on which resources to access.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T1 Three teachers do not have a Level 6 qualification. For all three, rationales were submitted and accepted within the context of this inspection, because they each have experience of post-compulsory education and practical training skills relevant to their deployment in the school.

T2 One teacher does not have an ELT qualification that meets Scheme requirements. A rationale was submitted and accepted because the teacher is qualified to teach English at secondary school level and has been supported in her transition from teaching juniors to adults in the school.

T4 Academic management is the responsibility of the principal, supported by the academic assistant and the assistant director of studies. All three are TEFLQ and have extensive experience.

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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T9 The academic management team is available for support at all times. There are formal and informal opportunities for teachers to share ideas. Teachers are offered cover in order to observe their peers.

T10 All teachers reported having useful observations, but record keeping of observations is not complete.

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.	Not 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.	Not met
T14 Any activities additional to English classes, and which form part of the language	Met

curriculum, encourage the acquisition of language and the development of relevant language skills.	
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.	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.	Met

Comments

T11 Course design for afternoon classes is not clear and is dependent on teacher interpretation of how to stitch together various components. There is no written rationale for morning and afternoon classes.
T13 Teachers post course outlines in their classrooms each week, but the quality of these is inconsistent, resulting in many students not having access to appropriately written outlines.

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.	Strength
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

T18 Student progress is evaluated each week. Teachers keep records and link assessment to external references. Tutorials give students and teachers opportunities to discuss and review progress.

Classroom observation record

Number of teachers seen	26
Number of observations	26
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	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.	Not 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.	Met

Comments

T23 All teachers produced accurate models but there was little evidence of knowledge about phonological systems or an awareness of potential L1 interference. Explanations of language ranged from excellent to unsatisfactory.

T24 Lesson content was generally appropriate. However, in many classes there was no evidence that the needs and interests of the students had been taken into account and class profiles were generic. Better plans allowed for differentiation. Some afternoon classes were based on what students wanted, but not what they needed.

T25 The week's aims were posted on the classroom noticeboard and lesson aims were put on the board at the start of the class. However, it was not clear if the aims were for the teacher or the student. Lessons would have benefited from more focus on student outcomes.

T26 Lessons contained a range of techniques, appropriate to the achievement of stated learning objectives. In better lessons there were good examples of techniques to encourage learner interaction. In others, there was too much reliance on going through coursebook exercises and a lot of teacher questioning which led to high teacher talking time and low student talking time.

T27 Classroom and resource management was generally effective, although the size and furniture layout of some classrooms limited the teachers' use of the space. The interactive whiteboard was used effectively and with confidence by all teachers and in some cases used imaginatively by students too. Some of the junior classes were creative and used varied resources.

T28 Very little feedback was given on the students' language production, especially on their pronunciation. Inaccurate language was accepted from students. There were very limited examples of peer or delayed correction.

T29 Most activities were task-based, demonstrating the students' ability to use the language being taught. Understanding was often left unchecked.

T30 The degree of student engagement varied from very high to low, with the majority high to medium. Nearly all teachers were warm, personal, used nomination and promoted positive interactions.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to weak with the majority being satisfactory. Teachers demonstrated grammatical awareness and provided accurate and appropriate written models of spoken and written language. Lesson content was appropriate for students' levels, but little attention was paid to their individual profiles and needs. Techniques were somewhat limited but appropriate and classroom resources were managed competently, and with confidence in the case of interactive whiteboards. Teachers' evaluation of learning and feedback was limited. Teachers created a positive learning atmosphere conducive to learning.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	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.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W2 There is a comprehensive and well-considered plan, appropriate to the context, with thorough procedures for ensuring that staff and students respond appropriately to any emergency.

W3 Pastoral care is provided to a high standard for all students, as appropriate to their age and circumstances. Individually enrolled junior students are allocated a member of staff as their 'group leader'.

W4 Policies to promote tolerance and respect are relevant to the school context and conveyed in a way appropriate to the age of the students. A designated member of staff has responsibility for Prevent training.

W7 All students receive information and advice in a timely manner as appropriate to their age, often via a number of channels to ensure that the information is received and understood.

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.	Not 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
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W11 Records of revisits conducted before 2019 are not complete. Since the current accommodation officer took up the post in January 2019 comprehensive records have been kept of all subsequent checks and visits.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this area are fully met.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

Comments

All criteria in this area are fully met.

Leisure opportunities	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W24 The leisure programmes are tailored to the different age groups, course length and times of the year. The organisers are responsive to requests, for example from leaders of closed groups.

W25 The programmes are very well resourced, planned and managed by a specialist team.

W26 The systems to ensure the health and safety of students are well thought out and rigorously enforced. Particular care is taken of junior students who do not have a group leader.

Safeguarding under 18s

Safeguarding under 18s	Met
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.	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.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Strength
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

The school accepts students aged under 18 throughout the year and there are peak numbers in spring and summer. The majority come in groups with leaders, but some are enrolled as individuals: seven at the time of the inspection. For junior courses the minimum advertised age is ten and the maximum is 15. Students aged 16 and 17 can be enrolled on adult courses. At the time of the inspection 53 per cent of the students were aged under 18.

S1 Two people are named as having lead safeguarding responsibilities; it is not clear in documentation who the chief designated safeguarding lead for the school is.

S2 The provision for safeguarding training is very good. Six members of staff have specialist safeguarding training. There is evidence that all staff and hosts have, as a minimum, basic safeguarding training relevant to their role, and that training is updated regularly.

S3 The parental consent form (called a 'waiver form') is just adequate; improvements are needed in terms of the information gathered and the ways in which the information is made available to staff and hosts.

S7 The accommodation provision for the junior students is of a very high standard. All the young students are placed in homes very close to the school.

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	1984
Last full inspection	2015

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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1966
Ownership	Name of company: Southbourne School of English Ltd Company number: 1673616
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	None
Details of any additional sites not in use at the time of the inspection and not visited	Bournemouth Collegiate School

Student profile

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	120	80
Full-time ELT (15+ hours per week) aged 16–17 years	77	80
Full-time ELT (15+ hours per week) aged under 16	61	414
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	258	574
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	15	15 (16 in residential)
Junior programmes: predominant nationalities	Spanish	Spanish, Russian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	17–18	17–20
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	Swiss	Spanish, Russian

Staff profile

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	26	30
Number teaching ELT 20 hours and over a week	17	
Number teaching ELT under 19 hours a week	9	
Number of academic managers for eligible ELT courses	3	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	9	
Total number of support staff	4	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3

Academic managers without TEFLQ qualification or three years relevant experience	N/A
Total	3
Comments	

None.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	7
TEFLI qualification	18
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	26
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	115	137
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	5	1
Overall totals adults/under 18s		
	120	138
Overall total adults + under 18s		258