

Organisation name	The Bournemouth School of English
Inspection date	18–19 July 2017

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

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in M25 have been addressed.

Summary statement

The British Council inspected and accredited The Bournemouth School of English in July 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

Strengths were noted in the area(s) of staff management, student administration, quality assurance and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	January 2009
Last full inspection	September 2013
Subsequent spot check (if applicable)	August 2015
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	1985 as original partnership 2002 as current partnership Incorporated in 2011
Ownership	Name of company: The Bournemouth School of English Ltd. Company number: 7542467
Other accreditation/inspection	N/a

Premises profile

Address of main site	The Bournemouth School of English 12 St Stephen's Road Bournemouth Dorset BH2 6JJ
Details of any additional sites in use at the time of the inspection	Moyles Court School Rockford, Ringwood Hampshire BH24 3NF
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>The main school (MS) The main school is in a large Victorian house close to Bournemouth city centre. Some years ago a modern building (Churchill Hall) was built on one side of the house, providing more classrooms and additional space for staff and students.</p> <p>The reception area of the main house is on the ground floor. The principal, DoS, ADoS, and welfare officer all work in this area. On the ground floor of Churchill Hall there is a teachers' room and a relaxation area for students. There are five classrooms in the main house and six in Churchill Hall.</p> <p>The adjacent church owns the buildings and the current lease is due for renewal in 2021.</p> <p>The junior residential centre (JC) The residential centre is run in a co-educational day and boarding school (Moyles Court) situated in the New Forest close to the town of Ringwood. There are several buildings on the site; they are arranged round an eighteenth century manor house, set on a 14-acre estate. It is about a 20-minute drive from the main school.</p> <p>Bournemouth School of English has the use of 4 classrooms, girls and boys boarding houses, a canteen and sports facilities.</p>

Student profile	At inspection		In peak week: July (organisation's estimate)	
Of all international students, approximate percentage on ELT/ESOL courses	100		100	
ELT/ESOL students (eligible courses)	At inspection		In peak week	
Full-time ELT (15+ hours per week) 18 years and over	35 at MS		35 at MS	
Full-time ELT (15+ hours per week) aged 16–17 years	28 at MS		28 at MS	
Full-time ELT (15+ hours per week) aged under 16	50 at JC		77 at JC	
Part-time ELT aged 18 years and over	35 at MS		35 at MS	
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	148		175	
Junior programmes: advertised minimum age	8		8	
Junior programmes: actual minimum age	8		8	
Junior programmes: advertised maximum age	17		17	
Junior programmes: actual maximum age	16		16	
Junior programmes: predominant nationalities	Turkish, Spanish, Italian		Turkish, Spanish, Chinese, Thai	
Adult programmes: advertised minimum age	16		16	
Adult programmes: actual minimum age	16		16	
Adult programmes: typical age range	16–74		16–74	
Adult programmes: typical length of stay	4 weeks		4 weeks	
Adult programmes: predominant nationalities	Spanish, Turkish,		French, German, Spanish, Italian, Turkish	
Number on PBS Tier 4 General student visas	0		0	
Number on PBS Tier 4 child visas	0		0	
Number on short-term study visas	MS 34	JC 22	MS 34	JC 48

Staff profile	At inspection		In peak week (organisation's estimate)	
Total number of teachers on eligible ELT courses	12		12	
Number teaching ELT 20 hours and over a week	8			
Number teaching ELT 10–19 hours a week	3			
Number teaching ELT under 10 hours a week	1			
Number of academic managers for eligible ELT course	3			
Number of management (non-academic) and administrative staff working on eligible ELT courses	3			
Total number of support staff	0			

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	2
Total	3
Comments	

The academic managers were not scheduled to teach during the week of the inspection.

The main school academic managers are the DoS, who is TEFLQ and the ADoS, who is TEFLI. The academic manager at the junior residential centre is TEFLI and has completed two Diploma-level modules.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	10
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	12

Comments

None.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>				
English for specific purposes (includes English for Executives)	<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 checked="" type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>				
Other	<input type="checkbox"/>	<input type="checkbox"/>				

Comments

16–17 year-olds are enrolled on adult courses in the main school.
 The courses offered in the main school and at the junior centre are general English.
 One-to-one courses are offered in the main school.
 Juniors at the summer junior centre are aged from eight to 17.
 Closed groups of juniors aged from eight to 17 are accepted outside the summer period at the main school.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	18	28
Private home	0	0
Home tuition	0	0
Residential	0	43
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0

Arranged by student/family/guardian		
Staying with own family/au pair family	28	7
Staying in privately rented rooms/flats	24	0
Overall totals adults/under 18s	70	78
Overall total adults + under 18s	148	

Introduction

The current principal and the director of studies (DoS) took over the school in 2002 when they were both working as teachers at the school. They are equal partners in the business. Since the last full inspection the school has become a limited company. A junior summer programme was run at the main school for several years. In 2016 the summer programme moved to a co-educational day and boarding school (Moyles Court) situated in the New Forest. The programme is branded 'english & more'.

The inspection lasted two full days and an evening with two inspectors. The inspectors had meetings together or separately with the principal, the DoS, the ADoS in the main school, the accommodation officer, the junior centre manager and a member of Moyles Court school responsible for maintenance and safety and security. They also met a member of staff who had two distinct roles: academic manager at the summer junior residential centre and welfare officer in the year-round main school.

There were focus group meetings with teachers and students at the main school and at the residential centre. A meeting was also held with one group leader at the main school.

One inspector visited the residential accommodation and three homestays.

Seven out of the eight teachers at the main school were observed and all four of the junior centre teachers were observed.

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 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 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 checked="" 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 The structure is clear for the main school and the junior centre. Some staff change roles during the summer; the

main school welfare officer takes on the role of academic manager at the junior centre and his main school welfare role is covered by a member of the teaching staff with a very reduced teaching commitment. One main school teacher is the residential manager at the junior centre. The management staff have sufficient experience working at the school, in several cases for ten or more years, to be able to cover for each other in the case of absence.

M4 The school is quite small, therefore informal channels of communication work very effectively. Teachers said that they were well informed and appreciated the fact that members of the management team were always ready to listen to any ideas or concerns that they had. Staff and group leaders have detailed handbooks, giving useful information. Scheduled teachers' meetings take place weekly at the main school and the junior centre. Short daily early morning briefings for teachers are held at the junior centre. Management meetings are usually held monthly. However, meetings are not always minuted and when they are, they sometimes lack information about who attended and the action to be taken.

M6 All staff records are now held on the school management system (SMS) and original certificates are scanned onto the system and verification is recorded alongside the certificate. Staff records have evidence of references having been taken up for recent employees.

M7 New staff at the main school receive a half-day induction before the start of their work and there is a structured individual orientation programme during their first few weeks. Staff at the junior centre have a two-day induction. Both inductions are supported by staff handbooks and a very thorough induction checklist. The inductions cover academic, health and safety and safeguarding matters. Staff spoke highly of the induction process.

M8 Permanent staff have appraisals every two years; these are conducted by the principal and the main school DoS. The appraisals are staff led with the main focus being on whether the management team are meeting staff needs. Staff are given the opportunity to reflect on their performance and talk about their training needs. Temporary teachers have informal appraisals after lesson observations. Teachers are formally observed during their first two weeks and from then on usually four times a year. All staff performance is monitored by student feedback. If problems arise staff are well supported. If the unsatisfactory performance continues, the school capability and disciplinary procedures are followed.

M9 Recent staff training has included safeguarding, Prevent, first aid and updating on the SMS. Financial support is available for staff who wish to gain further qualifications. The academic manager at the junior centre is being supported for his diploma-level course.

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

Comments

M10 Student administration for the main school and junior centre is carried out from the main school reception where the principal, the DoS, the ADoS and the welfare officer are based. The DoS and ADoS are mainly responsible for student administration. One teacher, who has a permanent full-time contract, has a reduced teaching timetable during the summer and she and an intern provide extra support during the busy period. Students were very positive about the helpfulness and friendliness of staff.

M11 The academic staff in the reception are able to give students very helpful advice about courses and they take into account students' needs and preferences.

M12 All reception staff are able to access the SMS. This ensures that enrolment is carried out efficiently and students can receive immediate attention whether they come in person or are enrolling online.

M14 The policies on attendance and punctuality are made clear to staff and students through their handbooks. Attendance in the main school is monitored on a weekly basis and the actual and expected attendances are entered on the SMS. Any attendance below 80 per cent is flagged up and students are then contacted. In the case of continuing absence students are given written warnings. Junior centre students are expected to attend every lesson; their attendance is monitored daily at the start of each lesson and any absences are followed up immediately.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 Most points to be addressed from the last inspection have been dealt with in a very thorough and systematic way, and there is clearly a commitment to continuing improvement; systems and processes are constantly reviewed on an on-going basis. The SMS is regularly being updated to provide more information about staff and students and to flag up any issues arising from student feedback. Another change resulting from the review process was the decision to move the junior summer programme to a residential centre, providing a more suitable environment for young learners. After the first year of the programme in 2016 the course was reviewed and detailed plans were drawn up for 2017. The inspectors were able to see these plans being implemented, e.g. making more use of the sports facilities in Moyles Court school in the evenings.

M18 Student feedback is obtained every week on a different aspect of the provision. It is collected digitally, with responses automatically delivered to the SMS and stored for easy access and analysis. Any response which is a cause for concern is immediately flagged up and action taken is recorded. Students are given regular email reminders to complete feedback forms.

M19 Feedback can be given during appraisals, at weekly teachers meetings and at full staff meetings, which are usually organised to deal with issues that staff have raised, for example, the structure of courses, changes in coursebooks and the organisation of the summer junior programme. All members of the management team are in constant contact with the staff, who appreciate their availability.

M20 The complaints policy which is in the student handbook is not written in language accessible to students, but a simpler version is displayed on posters in classrooms and students are aware of who they can speak to if they are dissatisfied. Complaints are recorded on the SMS staff and student files.

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 descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<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 checked="" 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

Websites are the main medium of publicity The separate junior centre ('english&more') website can be accessed through the main school website. There is a printed leaflet for the main school which gives a general introduction to the provision, but not full details. A separate leaflet for the junior centre has been produced by Moyles Court School. Both leaflets give links to the websites. Social media platforms give prospective students an overall impression of the school.

M21 The language used on the website and in the printed leaflets is generally accurate. Although the sentence structures used are not complex, some of the vocabulary and idioms used are difficult for students or their parents with a lower level of English to understand.

M22 There is accurate information about the services and facilities offered by the two centres which gives rise to realistic expectations. However, there are two areas of concern: a logo for 'max6 Centre of Excellence' gives the impression that this is an external awarding body rather than a limited company set up by the school, and in the publicity there is information for part-time students which makes it clear that working part-time students are welcome and 'are able to take part in the courses', but the fact that they would be in classes with full-time students is not made clear.

M25 The cost of tuition is not given in the publicity. The price list is sent only after an initial enquiry. The prices are given for blocks of hours per week starting from six and then increasing by three hours up to thirty e.g. six, nine,

twelve etc. Students who want to study outside these hours have to calculate the cost for themselves. The first coursebook that students receive is included in the overall fee, but the approximate cost of additional course books is not given. No approximate costs for trips and excursions organised by external tour companies are included and there is no link to their websites.

M26 The description of homestay and residential accommodation is accurate for the most part, but the bunk beds used in the boarding houses at the junior centre are not described. Soon after the inspection this information was added to the website.

Management summary

The provision meets the section standard and exceeds it in some respects. The management structure is clear, with effective lines of communication, both formal and informal. Staff are appropriately monitored and appraised, and a continuing professional development (CPD) policy and programme are in place. The staff who deal with student administration are sensitive, efficient and knowledgeable about the courses offered. The approach to reviewing systems and processes is very thorough and feedback from staff and students is obtained. Some aspects of the publicity (M25) need attention to provide greater clarity about the provision. Staff management, Student administration and Quality assurance are areas of strength.

Resources and environment

Premises and facilities

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

Comments

R2 The premises of both sites are in a reasonable condition. The main school is in a more modern building which is easy to maintain, whereas the junior centre is in older buildings which are not as well decorated or maintained.

R3 Classrooms on both sites can accommodate the maximum group size. The main school classrooms are particularly spacious and the tables are arranged so that students can study in comfort. The junior centre classrooms are smaller, but provide an adequate environment for the junior students.

R4 The student relaxation area in the main school is spacious and very comfortably furnished. There are vending machines for snacks and drinks in the school and a wide range of reasonably priced meals in nearby cafés and restaurants. In the junior centre accommodation blocks students can use the student common rooms for relaxation and the canteen provides a very pleasant space where the young learners can have their meals.

R5 Signage in the main school is clear and attractive, and classroom and general noticeboards are well organised with up-to-date, useful advice and information. In the junior centre, the signage is adequate. There are fewer opportunities for the display of information, but one area has been designated for the display of information about the next day's lessons and activities.

Learning resources

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

Comments

R7 Students in the main school have their first coursebook for the morning classes included in the fee. For the afternoon option classes teachers provide supplementary materials, many of which are authentic. Sets of dictionaries and appropriately graded readers are stored in each classroom. There are also laminated phonemic charts which can be put on students' desks/tables for them to use individually or in groups. Students in the junior centre do not have coursebooks; teachers choose their own materials to focus on the day's topic and this appears to work successfully.

R8 There is a well-stocked resources room in the main school, with supplementary materials and a bank of prepared worksheets. Teachers in the junior centre have a stock of materials suitable for young learners, but generally they prefer to prepare their own materials. Facilities for the production and reproduction of materials are satisfactory on both sites.

R9 In the main school there are three 'media-ready' classrooms with a networked computer and a projector. They also have stand-alone DVD players and speakers. In addition, there are four laptops available for staff to take into classrooms as needed. Students have the use of 12 PCs in their relaxation area. In the junior centre there are two computer suites which teachers can book; students use the internet for research into their topics and projects. The equipment is well maintained and the principal provides expert technical support on both sites.

R11 Students in the main school are given introductory letters to the nearby Bournemouth library, which has a large EFL section.

R12 Minutes of teachers' meetings in the main school showed that the rotation of coursebooks had been discussed at length and that different lengths of rotation were being trialled. The 2016 report on the junior centre included a review of the resources used and it was decided to ask Moyles Court School for data projectors to be provided in classrooms and for the use of two computer suites. These requests were agreed.

Resources and environment summary

The provision meets the section standard. The premises and facilities on both sites are satisfactory and provide a professional and comfortable environment for staff and students. There are sufficient resources for students and teachers; these are appropriate for the courses run and the stock is regularly reviewed and updated. Educational technology is well maintained.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T1 One teacher does not have a Level 6 qualification. A rationale was submitted and accepted in the context of this inspection. The teacher is TEFLI, has five years teaching experience, is an oral examiner for an international examining board, and is currently studying for an Open University languages degree. The residential manager at the junior summer centre, who teaches at the main school during the rest of the year, is available for cover in the junior centre. He is TEFLI but does not have a level 6 qualification. A rationale was submitted and accepted in the context of this inspection because he has substantial TEFL experience and has completed most sections of a diploma-level qualification.

T4 The DoS at the main school, who is TEFLQ, supports the full-time TEFLI ADoS. She oversees her work and they work very closely together. The ADoS is responsible for student placement, the allocation of classes, and student and teacher resources. The DoS is responsible for the monitoring of teachers, lesson observations and course design. The academic manager at the junior centre is TEFLI. At the time of the inspection the school directors were unaware that this was not an appropriate professional profile to provide academic leadership. Since the inspection the main school DoS has assumed responsibility for overseeing academic management and in particular for formal lesson observations. This is no longer a point to be addressed.

T5 A rationale for the main school ADoS was submitted and accepted in the context of this inspection. She has a TEFLI qualification and 22 years ELT experience, 12 of which have been at the BSE. She was promoted to ADoS in 2013. A rationale for the academic manager at the junior centre was provided and accepted in the context of this inspection. He has a TEFLI qualification and ten years' teaching experience at the BSE. He was given the post of academic manager in 2014. He has completed two modules of a diploma-level qualification He plans to complete

the third module before the junior summer programme in 2018.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 In the main school two teachers share a morning class. Initially teachers' preferences and experience are taken into account, but all teachers are trained so that eventually they will be able to teach at every level. This is done by a system of rotation every nine weeks when the main teacher moves down a level and the second teacher becomes the main teacher. At the junior centre, where there are fewer teachers, all of whom this year were new to the school, the academic manager takes into account experience, qualifications and personality.

T7 In the main school there is a very flexible approach to students' individual timetables and when allocating students to classes the ADoS has to take into account part-time students who may be studying two or three days a week. Although this is complex, the timetabling is carried out efficiently to the satisfaction of staff and students. Timetabling at the junior centre is less complex and is managed well.

T8 In the main school the DoS and ADoS are available for cover and one permanent full-time teacher has a reduced teaching load in the summer and can provide emergency cover during this period. In the junior centre the academic manager and the centre manager can provide cover. For both the main school and the junior centre current BSE staff who are not teaching at the time may be able to teach in an emergency, and the school has a bank of interviewed staff who can provide cover.

T9 To minimise any problems with continuous enrolment in the main school each lesson is self contained and although coursebooks are used, the approach is not linear; coursebook units are chosen by the DoS according to the skills being practised. In the junior centre there is less continuous enrolment, but students may attend from one to three weeks, therefore lessons are also self contained. Teachers are given guidance on dealing with continuous enrolment in the teachers' handbooks and at induction.

T10 All teachers reported that they felt very well supported by the academic management team, who are all always available for day-to-day support. In the main school peer observation takes place quarterly. Teachers are either paired up by the DoS or can choose who they want to observe. Practical continuing professional development (CPD) sessions are held four times a year and teachers are also encouraged to attend local training events. One afternoon a week the junior centre academic manager holds teachers' meetings and time is given to the planning of the next week's lessons and for individual mentoring.

T11 Teachers in the main school are observed formally during their first two weeks of employment and from then on four times a year. They receive oral and written feedback. In the junior centre teachers are also observed within the first two weeks. These observations have been carried out by the academic manager who is not TEFLQ. However, the main school DoS assumed responsibility for formal lesson observations at the junior centre as soon as it was realised that the academic manager was not an appropriate person to conduct the observations. (see T4 and T5) Teachers' performance is monitored by student feedback and if there is cause for concern the teacher is initially supported through individual mentoring by the DoS at the main school or the academic manager at the junior centre. If there is no improvement the school's capability and disciplinary procedures are followed.

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 type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input checked="" type="checkbox"/>	<input 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 There is a detailed syllabus for every level and guidance notes for teachers include a specific learning outcome for each day giving them a clear focus. In the main school a coursebook is used for the morning classes, but is not followed in a linear way. Teachers stay with the same morning classes for nine weeks before rotating and the DoS plans schemes of work for each 18-week block of work. The afternoon lessons do not have coursebooks; students can choose from a range of one-hour options which aim to provide language practice with authentic materials, for example 'language for life', 'speaking and pronunciation' and 'English in use'. Teachers rotate on a daily basis teaching one one-hour option to three different levels; these are level 1- high A1–A2, level 2 - B1 and level 3 - B2–C1. The junior programme is planned in advance. Coursebooks are not used; lessons are based on daily topics chosen by the academic manager. The morning classes and the afternoon projects are closely linked. (seeT16).

T14 In the main school schemes of work are displayed on classroom noticeboards. The junior students are given a portfolio of work on arrival so that they can see what lessons and topics they will be covering each day.

T15 Although neither the syllabus nor the schemes of work include a systematic approach to learning strategies, some attempts have been made to support students in this area of study. In the main school there are sets of dictionaries in classrooms. Students are trained to use the phonemic alphabet and grammatical terminology, both of which will help them to continue their learning after the course. To encourage junior students to develop learning strategies, they are given a notepad and pen in their welcome pack so that they can organise their notes.

T16 The main school options aim to provide students with language they can use outside the classroom and lessons sometimes include projects outside the classroom. These include shopping, directions and problem-solving activities. In the junior centre the afternoon projects are not led by teachers; instead local experts are brought in to explore the day's topic in a practical way. On the day of the inspection the topic was science and the projects involved simple scientific experiments. The projects help students to use English all day and put what they learn in the morning into practice.

Learner management

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

Comments

T17 There is an external placement test which is followed on arrival by a speaking test with a member of the academic management team. Students and staff reported that students are usually placed at the right level.

T18 In the main school regular progress tests are given and results are recorded on the SMS. In the junior centre students are given a daily task which is marked and then kept in their portfolio to take home. Marks are recorded and, in the weekly teachers' meetings held at the main school and the junior centre, students 'progress and possible class changes are discussed. Teachers encourage students to ask for a tutorial if they need extra support.

T21 All students receive a 'Diploma of Achievement' indicating their attendance record and CEFR level on arrival and on departure. More detailed reports are made available on request.

Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	General English

Comments

One teacher at the main school was not seen as her one-to-one class was cancelled at short notice and it was not possible to arrange another time. Seven out of the eight teachers at the main school were observed and all four of the junior centre teachers were observed.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers presented accurate oral and written models of the language, showing a sound knowledge of grammar, lexis and the phonological system. Explanations were clear and in the stronger segments attention was paid to formal and informal language and, where appropriate, teachers made students aware of metalanguage to serve as a tool when analysing their own performance.

T24 The content in most lessons was relevant, interesting and well suited to the needs of the students. In the better lesson segments differentiated tasks were planned; however, the class profiles often lacked detail and did not distinguish between individuals.

T25 Learning outcomes were included in lesson plans, but were not always shared with students. The lessons showed thematic coherence and clear progression from easier to more complex tasks based on the lesson topic.

T26 Techniques used were appropriate. Nomination was generally well used and there was effective elicitation of ideas and language. Pronunciation was taught well in some lesson segments, with sufficient individual and choral practice. In some lesson segments, new vocabulary was presented effectively, but in others the new language was explained to students without giving them the opportunity to practise words in context, and there was insufficient concept checking.

T27 Generally teachers managed the classroom environment competently and instructions were clear. Information on the whiteboards was well organised, and presented clearly in most lesson segments. Students were also engaged in writing on the whiteboards. Interactive whiteboards were used competently to show videos. Handouts and worksheets, some of which were teacher prepared, contained relevant activities and tasks. Realia was brought into a few classes to aid vocabulary teaching.

T28 Teachers monitored students' language attentively during pair and group work. Error correction was often dealt with effectively with prompted self, peer and delayed correction as appropriate. In some lesson segments opportunities for correction were missed.

T29 Teachers included freer practice activities in their lessons to see how well the students could use the new language.

T30 Lessons were conducted at an appropriate pace. Students were fully engaged, participating enthusiastically in all activities. There was a positive learning atmosphere in all lessons and a good rapport between students and teachers. Language was carefully adapted to meet the requirements of students at all levels. The inspectors received positive feedback from the students about their teachers and their lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme and the standard was almost equally balanced between satisfactory and good. Teachers showed a sound knowledge of the systems of English. Lessons were well planned, but the class profiles often lacked detail and did not distinguish between individuals, making it difficult to plan differentiated tasks. Teachers managed their classes and the resources well. Useful techniques were seen and good use was made of elicitation and nomination. In the stronger segments a range of correction techniques was used; however, there were some missed opportunities for the correction of grammatical and phonological errors. In some lesson segments vocabulary teaching was not effective. Teachers adapted their language to the level of their students and there was a positive learning atmosphere in all lessons.

Teaching and learning summary

The provision meets the section standard. Teachers have appropriate qualifications and the DoS and ADoS in the main school are a qualified and effective team. At the time of the inspection the profile of the academic manager at the junior centre was not appropriate for someone providing academic leadership. During the inspection the main school DoS assumed responsibility for overseeing academic management and in particular for formal lesson observations in the junior centre. This is no longer a point to be addressed. Effective systems for supporting teachers are in place. Course design is based on stated principles and student progress is carefully monitored. The teaching observed met the requirements of the scheme.

Welfare and student services

Care of students

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

Comments

W1 The school takes safety and security on both of its sites very seriously. There are detailed standardised risk assessments for every part of the premises. These cover all the key aspects, including fire, electrical and gas safety. There is a health and safety handbook for staff and a residential handbook, which assesses the risks of the junior centre. Appropriate mitigation measures have been implemented. Access to the main school is tightly controlled as there is only one door for entry, which is next to the school office and is locked when classes start. The junior centre campus, which is located in a rural area in the middle of the New Forest, is open from the road, but students are almost always under supervision when outside the buildings. Access to the residential accommodation is controlled by key code. Fire evacuation drills are carried out sufficiently frequently on both sites, and records are kept. There is an emergency action plan for both sites which takes account of a wide range of possible events. However, the school has not aligned its risk assessment of the junior centre with that of the private school whose premises they occupy.

W2 Students on both sites are well taken care of. The welcome pack includes a code of conduct designed to enhance welfare and the student handbook also has a section on welfare, which informs students about welfare tutorials which are available on both sites and are held with the welfare officer. On occasions, these have proved helpful in resolving serious issues which might not otherwise have been reported. Appropriate arrangements are made for religious observance when required. However, although appropriate safeguarding measures are in place for students aged 16 and 17 enrolled on adult courses in the main school, and these students are clearly identified to teachers, students in this age group who attended the focus group meeting were unaware of who was responsible for the care of under 18s in the school.

W4 The school has well-developed and appropriate policies and procedures to deal with abusive behaviour. Each centre has a code of conduct which covers this area in ways that suit the types of students they cater for, and is written in accessible language. There is a Prevent policy and all staff, students, homestay hosts and group leaders are made aware of it. All staff receive online training as well as face-to-face training from the local council and police.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school arranges homestay for students in the main school and onsite residential accommodation for junior centre students. One junior centre student was accommodated in a homestay because she was accompanied by her older sister. The residential accommodation at the junior centre comprises two buildings, one for boys, the other for girls, with staff resident in both blocks. In each block, the students sleep in shared rooms of from six to ten beds, these being for the most part bunks. Facilities are similar in each block and include common rooms with TVs, pianos, shared showers and toilets. Washbasins are mostly in separate shared rooms, but some bedrooms include two washbasins.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W10 Accommodation is inspected using a detailed risk assessment pro-forma which covers the key areas thoroughly. The residential accommodation is inspected before each summer programme.

W11 Re-inspection of homestays takes place on an 18-month cycle. The same pro-forma is used.

W12 The school's SMS system, which was developed initially to capture the accommodation systems but now covers all the management of the school, flags up when hosts are due for re-inspection or when gas certificates need renewal. Records are detailed, accurate and up to date. The system is accessible anywhere to those who need access to it.

W14 Feedback forms are sent out automatically to all students on the first day they arrive in their accommodation. On the next day, they are seen by the accommodation officer and any points arising are followed up promptly. Issues are recorded, as are the actions taken. Further feedback forms are sent out on a weekly basis. There is a traffic light rating system which automatically flags up any scores below the midpoint for immediate action.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W23 There is a satisfactory presence of first aid trained staff in the residences. A nurse visits once a week. There is appropriate access to a GP and other NHS medical services.

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 The website gives helpful information about the implications of renting accommodation privately.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W27 The main school does not run a leisure programme, although some activities take place in response to student demand. The junior centre has an inclusive programme which comprises full-day and half-day excursions, evening activities and afternoon projects. The projects are linked to the academic programme and cover a range of varied and interesting areas. The programme is well organised and resourced and well suited to the needs of the students. There are good facilities and appropriate arrangements for bad weather alternatives. Most of the activities are led by teachers. Outside specialists are brought in for some projects.

W28 All activities, projects and excursions are covered by specific detailed risk assessments which are systematically updated. The teachers who lead activities receive guidance at induction and through a supervision handbook.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The safety, security and pastoral needs of students are appropriately met; the residential and homestay accommodation provided is suitable and the systems for managing it are good. *Leisure opportunities* is an area of strength.

Care of under 18s

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

Comments

Approximately one quarter of the 98 students in the main school are 16 and 17 year-olds enrolled on adult courses. The junior centre has 50 students aged between eight and 17.

C1 The school has a policy with appropriate procedures to ensure the safety and well-being of students under 18. The policy identifies the principal as the designated safeguarding lead and five other senior members of staff as having safeguarding roles with specific duties, including responding to child protection allegations.

C2 All staff receive training at the appropriate levels. Hosts receive a copy of the safeguarding policy with the homestay handbook. Transport companies and external staff receive a document informing them of the policy and sign a declaration that they that they have read, understood and agree to abide by it.

C4 In general, recruitment is well aligned with safer recruitment best practice. Teachers are appropriately checked and informed of this, as are hosts, other resident adults in homestays, group leaders and classroom assistants. At the time of the inspection, reference requests asked potential referees to comment specifically on the candidate's suitability to work with students under 18 but prospective employees were not informed that this would be the case. However, this was addressed immediately after the inspection.

Care of under 18s summary

The provision meets the section standard. Students under 18 receive appropriate safeguarding within the organisation, in leisure opportunities and in the accommodation provided.