BRITISH COUNCIL

Inspection report

Organisation name	United World School of English, Bournemouth
Inspection date	16–17 May 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 *Declaration of legal and regulatory compliance*.	☒	☐
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.	☒	☐
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.	☒	☐
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.	☒	☐

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.	☐	☒	☐

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W10 and C4 have been addressed.

Summary statement

The British Council inspected and accredited United World School of English in May 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 vacation courses for under 18s and for closed groups of under 18s.

Strengths were noted in the areas of quality assurance, learning resources, and academic management.

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

Organisation profile

Inspection history	Dates/details
First inspection	April 2009
Last full inspection	March 2013
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	Separate company running Spanish classes in the evenings with separate administration office.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1998
Ownership	United World School of English Ltd Company number: 4649886
Other accreditation/inspection	N/a

Premises profile

Address of main site	Brandon and Clifton 44–46 St Peter's Road Bournemouth BH9 1EF
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school occupies a two-storey house in a mainly residential area close to the centre of Bournemouth. There is a reception area, a student café/common room, offices and staff rooms, and 11 classrooms. To the front of the building there is a car park and a seating area. The school is surrounded on three sides by taller buildings, one of which was being rebuilt at the time of the inspection.

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	80	150
Full-time ELT (15+ hours per week) aged 16–17 years	2	20
Full-time ELT (15+ hours per week) aged under 16	0	10
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	**82**	**180**
Junior programmes: advertised minimum age	11	11
Junior programmes: actual minimum age	N/a	11
Junior programmes: advertised maximum age	16	15
Junior programmes: actual maximum age	N/a	15
Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	16	16
Typical age range	18–30	11–30

	6 weeks	4 weeks
Typical length of stay	6 weeks	4 weeks
Predominant nationalities	Spanish, Italian, Turkish, Saudi, Omani	Spanish, Italian, Turkish, Saudi, Omani
Number on PBS Tier 4 General student visas	N/a	N/a
Number on PBS Tier 4 child visas	N/a	N/a
Number on short-term study visas	50	100

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	7
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT 10–19 hours a week	2	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	2
Comments	

The principal and director of studies (DoS) are normally scheduled to teach ten hours' per week. During the week of the inspection they were each teaching two hours.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	2
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)	1
Total	6
Comments	

These figures exclude the two academic managers who are both TEFLQ.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☒	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☒	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments

The school runs general English courses for adults from beginner to advanced level throughout the year; these include lessons which prepare for externally validated examinations, including IELTS. Lessons are held from 09.05 until 14.00, divided by five-minute breaks. The timetable at the time of the inspection was as follows: a block of two 50 minute lessons (coursebook-based at five levels; preparation for an externally validated examination); one 55 minute block (grammar and speaking; vocabulary and conversation); a block of two 55 minute lessons (coursebook-based at five levels; preparation for IELTS). Students can choose any combination of the three blocks; for example, at the time of the inspection: ten lessons per week (16 students), 15 lessons (28 students), 20 lessons (24 students), 25 lessons (14 students). At the time of the inspection, four teachers were teaching five lessons per day and two were teaching four.

The school accepts students aged 16 and 17 on adult courses; there were two at the time of the inspection. In the summer the proportion of students aged under 18 on adult courses is greater: approximately 15 per cent.

In July and August, a summer vacation course is run for students aged 11–15 who come in groups with a group leader or who are individually enrolled; there is a total of fewer than 20 students at any one time. They have lessons for half of the day and activities in the other half. The activities are run for United World by a separate company.

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	15	0
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	0	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
Arranged by student/family/guardian		
Staying with own family	0	2
Staying in privately rented rooms/flats or student hostel	65	
Overall totals adults/under 18s	80	2
Overall total adults + under 18s	82	

Introduction

The inspection was conducted over a day and three-quarters, by two inspectors, at a time of the year when a full adult programme was running; however, it was not possible to see the summer junior course in action. Meetings were held with the director, the principal, the DoS, the administration manager/accommodation officer (AMAO) and the assistant reception and marketing manager (ARMM). Inspectors also spoke to the student administration assistant (an intern) and the caterer in the student café. Focus group meetings were held with students and teachers. All teachers timetabled during the inspection were observed. One inspector visited three homestays.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were generally satisfactory. However, sampling identified the following issue: unsatisfactory recording of fire evacuation drills; the school should seek further advice from the relevant statutory body.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☒	☒	☐
M3 Duties specified	☒	☐	N/a	☒	
M4 Communication channels	☐	☒	☐	☐	☐
M5 Human resources policies	☐	☒	☐	☒	
M6 Qualifications verified	☒	☐	N/a	☒	☐
M7 Induction procedures	☐	☒	☒	☒	
M8 Monitoring staff performance	☐	☒	☐	☒	
M9 Professional development	☐	☒	☒	☒	

Comments
M2 The structure of management is appropriate and clearly understood. Because there is an overlap in the responsibilities of members of the management and administrative team they can easily cover for each other; consequently, effective arrangements are in place to ensure continuity of provision at all times.

M3 Job descriptions have not been recently reviewed and in a number the duties are not sufficiently well specified. The safeguarding responsibilities for all members of staff, but particularly for those with a specific safeguarding role, are not described in sufficient detail. There was no job description for the accommodation management role, although one was devised during the course of the inspection and so is no longer a point to be addressed.

M5 There are appropriate human resource policies and they are usually well implemented. However, not all of the stated procedures had been followed. See M6.

M6 For one recently recruited teacher, references had not been requested and followed up. The appointing staff had relied on open testimonials provided by the applicant to account for the number of years he had worked overseas up until the time of his application. See also C4.

M7 Newer members of staff reported that they had received a thorough induction. There is a comprehensive checklist, clearly set out staff and teacher handbooks, and an office manual. The recently recruited teacher had been introduced to the administrative procedures and to the resources, and had observed several classes before teaching his own class.

M8 Most members of staff have an annual appraisal. However, the principal and the AMAO are not formally appraised by their line manager, the director.

M9 There are good opportunities for continuing professional development (CPD) for all staff, in order to meet the needs of the individual, and to implement the development plan of the school. Teachers are encouraged to participate in conferences, and in workshops run for ELT teachers in Bournemouth; a number of these sessions have been led by one of the teachers. There is an in-house programme of development, informed by teacher observations. All staff have received appropriate training in safeguarding and in the implementation of the school's Prevent strategy.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☐	☒	
M11 Information on course choice	☐	☒	☐	☐	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Contact details	☐	☒	☐	☒	
M14 Student attendance policy	☐	☒	☒	☒	
M15 Students asked to leave course	☐	☒	☐	☐	

Comments

M10 Staff are generally efficient and students reported that they are always approachable and helpful. The school makes use of short-term interns to assist with more routine administrative tasks. However, the computer software being used for administration is outdated and barely fit for purpose.

M13 The school ensures that parental consent forms for students aged under 18 are received before the start of their course.

M14 There is a clear and effective policy on student attendance and punctuality with evidence that student absence is followed up, immediately in the case of under 18s. At the start of each block of lessons, students' cards are collected, scanned to record their attendance, and returned before the end of the block, i.e. three times a day for some students.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☐	☐
M17 Continuing improvement	☐	☒	☐	☐	
M18 Student feedback and action	☐	☒	☒	☒	☐
M19 Staff feedback and action	☐	☒	☒	☒	
M20 Complaints and action	☐	☒	☒	☒	☐

Comments

M18 Students have an initial and an end-of-course questionnaire. These are circulated to members of management staff and a summary of feedback passed on to teachers. Any information of note is transferred to a relevant file, e.g. to the homestay files, and any necessary follow-up action recorded. There is evidence that negative feedback is investigated. Longer-term students have an opportunity to give feedback during tutorials.

M19 Staff reported that they are well informed about any developments in the school; they are encouraged to give written feedback on, for example, the CPD sessions, the resources, and the programmes. They have annual appraisals when they can give feedback; overall, they feel that their views are valued.

M20 A comprehensive log is kept of any problems/complaints; it is divided into sections, e.g. general, academic, homestay, and includes a section for complaints by homestay hosts and teachers about students. The students know who to go to if they have a problem and there is evidence that complaints are attended to promptly; they are investigated and any outcome is recorded.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☐	
M22 Realistic expectations	☐	☒	☐	☐	
M23 Course descriptions	☐	☒	☐	☐	
M24 Course information	☒	☐	N/a	☒	
M25 Costs	☐	☒	☐	☒	

Report expires 31 March 2022

	Not met	Met	Strength	See comments	N/a
M26 Accommodation	☐	☒	☐	☐	☐
M27 Leisure programme	☒	☐	☐	☒	☐
M28 Staff qualifications	☒	☐	N/a	☒	☐
M29 Accreditation	☐	☒	N/a	☒	☐

Comments

The main medium of publicity is the website but social media is also used and the school has its own app which students can download before the start of their course. There were a number of criteria which were not met at the start of the inspection, some arising from a misunderstanding about information given at the last inspection. Many of the points were attended to immediately and it is noted below if these are now no longer to be addressed.

M24 This criterion was not met for a number of reasons. The taught hours per week are described in terms of *lessons.* It was not stated that a *lesson* is 55 minutes. The dates of the beginning and end of terms were given, and it was clearly stated on which dates, within these terms, the school is closed. However, it would have been helpful if the dates when the school is closed over the Christmas period were also noted. The minimum age for the junior courses was inconsistently given as 11, 12 and 13 on different pages of the website. The maximum class size was stated to be 16 but 18 'in high season' without any indication of when this is. All these areas have been amended; they are no longer points to be addressed.

M25 Costs were stated for a certain number of lessons, rather than hours. See M24. This has been changed on the website and is no longer a point to be addressed.

M27 The leisure programme organised by the school outside the summer is minimal. This is not the impression given on the website. It is not made clear that the leisure programme for the junior courses is run by a separate company.

M28 Teaching staff are described as 'qualified and experienced'; however, one teacher does not have a qualification which fully meets the requirements of the Scheme.

M29 The Accreditation marque including the wording 'for the teaching of English in the UK' was not being used. This has been changed on the website and is no longer a point to be addressed.

Management summary

The provision meets the section standard and exceeds it in some respects. Overall, the management of the provision operates to the benefit of its students. There was a need for improvement in publicity. However, a number of changes were made immediately and so some matters are no longer points to be addressed. *Quality assurance* is an area of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☐	☐	
R2 Condition of premises	☐	☒	☐	☐	
R3 Classrooms and learning areas	☐	☒	☐	☒	
R4 Student relaxation areas and food	☐	☒	☐	☒	☐
R5 Signage and display	☐	☒	☒	☒	☐
R6 Staffroom(s)	☐	☒	☐	☒	☐

Comments

R3 Major building works are taking place next to the school. The windows provide sufficient noise insulation, and there was no problem of disruptive extraneous noise during the period of the inspection. This may be more of a difficulty during the summer months, although some classrooms have air-conditioning so that windows can be kept closed.

R4 Snacks, sandwiches and drinks are available in the student café at a reasonable price; for those students who have an hour's break between lessons it is a short walk to the centre of town where there is a range of food outlets.

R5 There is clear signage throughout the school and noticeboards in classrooms and common areas are well organised, attractive and informative.

R6 The two linking rooms used as a teachers' room and resources store are quite small. However, outside lesson times, i.e. after 14.00, teachers can use any of the school's rooms in which to prepare lessons and have meetings.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☐	☒	
R8 Resources for teachers	☐	☒	☐	☐	
R9 Educational technology	☐	☒	☐	☐	
R10 Self-access facilities	☐	☒	☒	☒	☐
R11 Library/self-access guidance	☐	☒	☒	☒	☐
R12 Review and development	☐	☒	☒	☒	

Comments

R7 Students are required to buy the appropriate coursebook(s) for their chosen programme. This requirement is rigidly enforced so there is no need for additional photocopying. They are provided with materials, such as teacher-produced handouts, as needed, to supplement the coursebook.

R10 Students are encouraged to use the rooms and facilities of the school for quiet study after lessons finish at 14.00 until the school closes at 17.30. There is a collection of readers which students may borrow. The school has developed its own online courses covering 'lessons' in grammar/vocabulary, speaking, listening, reading and writing. These resources are made available free of charge to the students as soon as they enrol and for six months after their course finishes. In this way they can use the resources to prepare before starting their course, for additional self-access work during, and as a follow-up after, their course.

R11 The ARMM, who is based in reception, helps the students register for and access the online self-access resources. Guidance in their use is built into the materials. She also manages the small lending library which is housed in reception.

R12 One of the teachers has been given responsibility for developing and reviewing the online resources. Materials used in the classrooms are regularly reviewed by the DoS, with the teachers' views taken into account.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources and environment support and enhance the studies of students and offer an appropriate professional environment for staff. *Learning resources* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☒	
T2 ELT/TESOL teacher qualifications	☒	☐	☐	☒	
T3 Rationales for teachers	☐	☒	N/a	☒	☐
T4 Profile of academic manager(s)	☐	☒	☒	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments

T1 Two teachers do not have Level 6 qualifications. Rationales were provided and accepted within the context of this inspection. Both have a TEFLI qualification and have taught at the school for a number of years. One teacher has completed two years of a three-year degree course; both have taken advantage of the CPD opportunities on offer and are fully supported by the academic management team.

T2 One teacher does not have a qualification which fully meets the requirements of the Scheme.

T3 A rationale was provided for the unqualified teacher and this was accepted within the context of the inspection. He has followed an ELT course which partially fulfils the requirements of the Scheme and he receives excellent support for his teaching in the school.

T4 The principal and the DoS, who are both TEFLQ, lead the academic team. They can easily cover for each other in case of absence. In addition, one of the teachers, who is also TEFLQ, has been allocated some academic management functions, i.e. materials development and organising and delivering the CPD programme.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☐	☐
T7 Timetabling	☐	☒	☐	☒	
T8 Cover for absent teachers	☐	☒	☒	☒	
T9 Continuous enrolment	☐	☒	☐	☐	☐
T10 Formalised support for teachers	☐	☒	☒	☒	☐
T11 Observation and monitoring	☐	☒	☒	☒	☐

Comments

T7 Students have one teacher per block of lessons so can have two or three different teachers.
T8 At any one time, either the principal or the DoS can cover for unplanned absence. There are well-qualified teachers who know the school well who can cover for planned absence, as was the case during the inspection when a teacher was covering the lessons normally taught by the principal and the DoS.
T10 Both the principal and the DoS are accessible on a daily basis to offer support to all teachers, but particularly to those who have been recently recruited. There is a programme of CPD sessions, informed by observations and appraisals, which is organised by one of the teachers, with involvement from other teachers. Sessions are well attended and teachers are asked to give written feedback on their usefulness. Peer observation is encouraged and made part of the induction process for new teachers.
T11 Teachers are observed two or three times a year. They are encouraged to reflect on their practice and are given helpful oral and written feedback. Observations inform the CPD programme.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☐	☒	
T13 Review of course design	☐	☒	☐	☐	
T14 Course outlines and outcomes	☐	☒	☐	☒	
T15 Study and learning strategies	☐	☒	☐	☐	
T16 Linguistic benefit from UK	☐	☒	☐	☒	

Comments

T12 Most adult courses are based on an appropriate coursebook. Junior courses use coursebooks but there is more emphasis on project work.
T14 The students have the syllabus for the coursebooks they are using and more general syllabus checklists for the level are displayed on the classroom wall. There are three small blackboards in each classroom on which are written the main learning objectives for the week, for each block of lessons. However, these are not used systematically by all teachers.
T16 Courses generally include strategies which ensure students can develop their language skills outside the classroom, but more could be done on some courses to help students benefit linguistically from their stay in the UK.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☐	☒	☐
T18 Monitoring students' progress	☐	☒	☐	☒	
T19 Examination guidance	☐	☒	☐	☐	☐
T20 Assessment criteria	☐	☐	☐	☐	☒
T21 Academic reports	☐	☒	☐	☐	
T22 Information on UK education	☐	☒	☐	☐	☐

T17 Students are placed into class largely on the basis of a grammar/vocabulary written test which they take on their first day. Teachers then assess each student's listening and speaking skills over the next few days, and individual needs analyses and a class profile are drawn up.

T18 Teachers monitor students' progress and it is easy for students to change classes or courses if necessary. Regular tests are conducted, based on the coursebook, and all students take an end-of-term test. Longer-stay students have regular tutorials in which their progress is discussed.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	All types of classes
Comments	

Usually the principal and DoS each teach one of the two-lesson blocks. During the time of the inspection a regular cover teacher was deployed to teach their classes.

Classroom observation

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

Comments

T23 Teachers demonstrated a sound knowledge and awareness of grammar systems; some teachers made use of their knowledge of phonological systems; the knowledge of lexical systems was generally satisfactory, although this is an area that warrants development. Accurate models of spoken and written English were provided.

T24 There is evidence that most teachers know about their students; they can plan a lesson to suit their needs. However, there was no mention of strategies for differentiation in classes with a range of levels and, in a small minority of lesson segments observed, the learning needs and level of the students had not been taken into account sufficiently.

T25 In better lessons the learning objectives were made clear; the teachers drew the students' attention to the content of that day's lesson. All lessons were clearly staged and most achieved the stated objectives.

T26 Techniques were generally appropriate, although a limited range was seen. In some segments opportunities were missed for student initiation and participation. Techniques for checking students' understanding were sometimes lacking. In the better lessons there were some excellent examples of controlled practice.

T27 Classroom management was generally handled well. Instructions were clear, although not always checked. Whiteboards were well organised and used to good effect. There was limited use of the technological resources available, although some good exploitation of audio material was observed. The coursebooks were generally used efficiently and in better sessions the coursebook content was personalised.

T28 Coursebook exercises were corrected, though often with the teacher just going through the answers, rather than encouraging peer-correction and discussion. In the better lessons, good attention was paid to pronunciation, with self- or peer-correction followed by controlled practice. In other segments, insufficient feedback on pronunciation was provided.

T29 Learning was often evaluated by means of completed coursebook activities. At the end of some lessons the teachers referred briefly to what had been done but there was no indication in plans of a systematic review by the teacher and students of the learning outcomes achieved.

T30 Overall, effective management of the learning materials and tasks ensured a positive and purposeful atmosphere; students were engaged and seemed confident in their ability to achieve the learning objectives set. However, in a small minority of segments the choice of material and activities was not well suited to the level of many of the students, and no strategies for diversification were in evidence. As a result, effective learning was not taking place by all students.

Classroom observation summary

The standard of teaching ranged from excellent to weak, with the majority being very satisfactory to good. Overall, teachers displayed sound knowledge of linguistic systems and an ability to plan lessons which are engaging, well-staged and meet the needs of their students. Areas of relative weakness include lack of attention paid to pronunciation and opportunities missed for student initiation and participation. The teaching observed met the requirements of the Scheme.

Teaching and learning summary

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

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☐	☒	
W2 Pastoral care	☐	☒	☐	☒	
W3 Personal problems	☐	☒	☐	☒	
W4 Dealing with abusive behaviour	☐	☒	☐	☒	
W5 Emergency contact number	☒	☐	N/a	☒	☐
W6 Transport and transfers	☐	☒	☐	☐	☐
W7 Advice	☐	☒	☒	☒	
W8 Medical and dental treatment	☐	☒	N/a	☒	

Comments

W1 The front entrance is overseen by reception staff. All visitors are required to wear identifying lanyards. The café is covered by CCTV. Comprehensive risk assessments have been carried out for the premises. Fire drills are conducted twice a year but not during the peak summer months. There are two first aiders.
W2 Students receive appropriate pastoral care. A room is made available for religious observance if needed. Students in the focus group commented favourably on the assistance they receive from staff.
W3 The DoS and the AMAO are identified to students at induction as the people who can deal with personal problems and their photographs are displayed at reception on a staff photoboard.
W4 Students and staff are made aware, through the respective handbooks provided, of what constitutes abusive behaviour and harassment and how this would be dealt with. There is a Prevent policy in place and students are made aware of core British values through notices in the school.
W5 The school's 24-hour emergency contact number is provided in the student handbook. At induction students are asked to add the number to their mobile contacts but no check is made to ensure that this is done. The emergency number is not printed on students' cards. The emergency phone is rotated weekly between the principal, DoS and the AMAO. One inspector rang the phone twice at different times during the inspection but the calls went to the answer phone and were not answered. The inspectors were told that this was due to a phone service network malfunction of which they had been unaware. Senior staff have assured the inspectors that the phone will be tested daily in future.
W7 Comprehensive advice in relation to this criterion is available in the students' induction pack. A police community support officer (PCSO) visits the school once a month and gives new students a talk on staying safe in Bournemouth.
W8 Appropriate information is provided in the student handbook and students are helped to sign up at a GP surgery.

Accommodation profile

Comments on the accommodation seen by the inspectors

Students are only offered homestay accommodation apart from in the summer when they can request that residential accommodation be arranged at a student residence. The majority of students arrange their own accommodation, either staying with family members, or in accommodation they have found themselves. The school has information about alternative accommodation such as self-catering shared houses and student residences, which the students can arrange themselves. One inspector visited three homestays accompanied by the AMAO.

The standard of accommodation in the three homes visited was satisfactory overall. The hosts were welcoming and were happy with the support provided by the AMAO. The bathroom in one home was in an unsatisfactory state of repair. See W9 below. One host had poor communication skills. See W19 below.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☒	☐	☐	☒	☐
W10 Accommodation inspected first	☒	☐	☐	☒	☐
W11 Accommodation re-inspected	☐	☒	☐	☒	☐
W12 Accommodation registers	☐	☒	☐	☒	☐
W13 Information in advance	☐	☒	☐	☐	☐
W14 Student feedback	☐	☒	☐	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☒	☐

Comments

W9 Overall, the services and facilities provided in the homes visited at the inspection were satisfactory. However, in one home the bathroom was in a very poor state of repair. The tiles of one wall had fallen off, exposing brickwork. The bath panel was eroded and there were exposed jagged edges which had not been repaired and were potentially hazardous.

W10 The AMAO carries out initial visits to potential hosts. The visiting form includes appropriate checklists but would benefit from the inclusion of more comprehensive questions, including information about whether English is normally used within the home. Of the 141 hosts on file, 60 had not completed fire risk assessments. Seven hosts had not provided Gas Safe certificates. See also W11.

W11 The AMAO re-inspects all the homestays every two years but homestay providers are not required to inform the school of any interim changes in the accommodation provision. The accommodation register indicated that fire risk assessments and Gas Safe certificates had not been provided by all hosts. See also W10.

W12 This criterion is just met. The design of the school's bespoke computer system does not make information easily accessible. Records are organised haphazardly: for example, all hosts, whether potential, active or inactive, are grouped in an uncategorised register.

W14 Students complete the school's initial evaluation form which includes a section on accommodation. 'There is evidence that students' problems with accommodation have been satisfactorily resolved.

W15 The hosts visited at the inspection offered meals which took students' particular dietary requirements into account.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☒	☐
W17 Rules, terms and conditions	☐	☒	☐	☒	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☒	☐
W20 Language of communication	☐	☒	N/a	☒	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐

Comments

W16 A question about the number of students staying in the same homestay could be usefully included in the initial evaluation form in order to strengthen monitoring procedures.

W17 Hosts receive a homestay handbook, 'Information for host families', which includes a useful section regarding hosting students under 18 years old. There is a separate information sheet for hosts accommodating students aged under 16.

W19 The homestay handbook makes reference to this criterion but a question about other students speaking a student's own language could be usefully included in the initial evaluation form.

W20 Although English is the language of the home (for example, with her children) the level of spoken English of one of the hosts visited at the inspection was low and marked by frequent inaccuracies of pronunciation and grammar.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☒	☐	☒	☐
W23 Health	☐	☒	☐	☐	☐

Comments
W22 Residential accommodation is only offered during the summer. The provision was not inspected at the time of this inspection.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☐	☒	☐
W25 Other accommodation	☐	☒	N/a	☒	☐

Have
W24 Information about alternative accommodation is advertised on noticeboards and reception staff are available to provide information and support; for example, the AMAO had helped the student with an unsatisfactory bathroom (see W9) to make his own arrangements for accommodation in a student residence. W25 Students are advised that arrangements with landlords advertised in the school are private and that the listed properties have not been inspected by the school.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☐	☒	
W27 Leisure programmes	☐	☒	☐	☒	☐
W28 Health and safety	☐	☒	☐	☒	☐
W29 Responsible person	☐	☒	☐	☐	☐

Comments
W26 There are leaflets displayed in reception on social, cultural and sporting events in the area, and reception staff are available to offer advice. W27 The criterion is met overall. Occasional free social activities are offered such as an evening of singing which is led by one of the teachers and is popular with students. Beach walks are sometimes organised in the summer. The school uses two local tour agencies which organise trips and excursions which are advertised on school noticeboards. The junior summer programme includes a full social and sports programme in the afternoons and at weekends W28 Appropriate risk assessments are in place for all activities, including those for the junior programme.

Welfare and student services summary

The provision meets the section standard overall. The needs of students for security and pastoral care are well met. The accommodation provided is generally suitable and the management of the accommodation systems is satisfactory overall. A full leisure programme is offered for juniors in the summer. A limited number of social activities are offered at other times of the year and other leisure opportunities are advertised. Some areas need attention: the emergency phone number is not tested regularly; there are inadequate checks that fire risk assessments and annual Gas Safe certificates are in place in homestay accommodation.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☒	☐	☐	☒	☐
C2 Guidance and training	☐	☒	☐	☒	☐

C3 Publicity	☐	☒	☒	☒	☐
C4 Recruitment procedures	☒	☐	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☐	☒	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☐	☒	☐
C7 Accommodation	☐	☒	☐	☐	☐
C8 Contact arrangements	☐	☒	N/a	☐	☐

Comments

At inspection there were two students aged 16 enrolled. They were attending with members of their family. Students aged 11 to 15 attend the junior course in July and August.

C1 There is an appropriately detailed safeguarding policy which includes information on safer recruitment, recognising abuse and the need for DBS checks. It is reviewed annually. However, the roles of the designated safeguarding lead and her deputy are not included in sufficient detail in their job descriptions. The documentation does not include guidelines on handling delayed DBS checks.

C2 The policy is available for all staff, homestay hosts and group leaders in relevant handbooks, documentation and on the school's website. All staff have received in-house basic awareness training. The DoS, as the designated safeguarding lead, and the AMAO as her deputy, have had specialist training.

C3 The level of care and support given to students aged under 18 is set out in great detail and includes safeguarding arrangements for students aged 11–15 on the junior programme.

C4 Recruitment procedures in relation to this criterion are not in line with safer recruitment best practice. One newly recruited teacher had not provided appropriate references. References are not obtained for new homestay hosts. Documentation seen at inspection confirmed that police checks had been conducted on all the group leaders of the junior groups in July and August 2016.

C5 Student attendance is closely monitored and under 18s are clearly identified on registers. Students on the junior summer course have a separate timetable from the adult students which includes breaks at times when the adult students are in class.

C6 Students on the junior summer course attend a leisure programme which is outsourced to a separate company. The school has checked that the company is suitable for under 18s and has carried out DBS checks and risk assessments. Students are required to wear lanyards and brightly coloured backpacks on all activities and are accompanied by their group leaders at all times. Individually enrolled students are supervised by a member of United World school staff. Clear rules regarding safety and security for under 18s are provided in homestay, staff and student documentation.

Care of under 18s summary

The provision meets the section standard. In general, there is satisfactory provision for the safeguarding of students under the age of 18 within the organisation and in the accommodation and junior leisure programme provided. One area is in need of attention: recruitment procedures are not in line with safer recruitment best practice.