

Organisation name	Westbourne Academy, Bournemouth
Inspection date	2–3 May 2017 and 9 November 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.

Summary statement

The British Council inspected and accredited Westbourne Academy Bournemouth 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 for closed groups of adults (16+).

Strengths were noted in the area of leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	1998
Last full inspection	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	N/a
Other related accredited schools/centres/affiliates	Westbourne Academy London
Other related non-accredited schools/centres/affiliates	N/a
Other accreditation/inspection	N/a

State sector

Type of institution	Westbourne Academy Bournemouth is a wholly owned subsidiary of state sector further education provider Tower Hamlets College (THC) DfE number 211/8066. THC is itself part of a group of further education colleges including Hackney Community College and Redbridge College which together form New City College, London, registered with the DfE earlier in 2017.
Other accreditation/inspection	OFSTED

Premises profile

Address of main site	31 Alumhurst Road Westbourne Bournemouth BH4 8EN
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	Westbourne Academy is situated in the Westbourne area of Bournemouth and within five minutes' walk of a range of shops, restaurants and cafés. The three-storey school building is situated on a corner, with roads on two sides. On the ground floor, there is the principal's office, the reception area and open office area for administrative staff, the head of school/director of studies, and the managing director. The teachers' room and assistant director of studies' office is also on the ground floor, together with one classroom, the cafeteria and the student relaxation area with access to the garden. On the first floor there are ten classrooms, a reading room and a sickroom, and on the second floor four classrooms, a listening centre and the DVD/private study area. There are toilets on every floor and a lift at the entrance that serves all three floors.

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	67	121
Full-time ELT (15+ hours per week) aged 16–17 years	22	17
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	54	117

Part-time ELT aged 16–17 years	8	65
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	151	320
Advertised minimum age	16	15
Actual minimum age	16	15
Advertised maximum age	N/a	N/a
Actual maximum age	N/a	N/a
Typical age range	16–30	16–30
Typical length of stay	7 weeks	7 weeks
Predominant nationalities	Swiss, German, Colombian, Italian, Korean, Saudi, Spanish, Turkish	Swiss, German, Colombian, Italian, Korean, Saudi, Spanish, Turkish, Brazilian, Belgian, 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	87	160

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	10	17
Number teaching ELT 20 hours and over a week	5	
Number teaching ELT 10–19 hours a week	5	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	4	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	5	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	1
Total	4

Comments

The managing director and the head of school/director of studies were teaching one hour and 20 minutes and the assistant director of studies was teaching two hours and 40 minutes during the week of the inspection. They were all observed.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	8
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	10

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

Comments

The school offers general English courses for students aged 16 and over. The general English course is 13 hours and 20 minutes per week (20 lessons of 40 minutes), the English Plus course of 18 hours and 40 minutes per week (21 lessons of 40 minutes) consisting of general English with additional modules in conversation, business English and examinations, and an extra intensive programme of 26 hours and 40 minutes per week (30 lessons of 40 minutes). Courses are offered outside the summer months for external general English examinations. For Easter and summer courses, 15 year-olds are accepted provided they are accompanied by an adult. Closed group courses are available year round. Executive programmes are offered on a one or two-to-one tuition basis. At the time of the inspection there was one closed group from Switzerland and no executive programme students.

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	95	29
Private home	9	1
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	17	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	121	30
Overall total adults + under 18s	151	

Introduction

Westbourne Academy was founded in 1996 and first accredited in 1998. It has operated in the same premises since its inception. The sale of Westbourne Academy Ltd to Tower Hamlets College (THC) was completed in September 2016. Tower Hamlets College, together with Hackney Community College and Redbridge College, is part of New City College London. The school was renamed Westbourne Academy Bournemouth (WAB) and THC opened Westbourne Academy London (WAL) in November 2017. The previous managing director (MD) retired at the time of the sale. Since the purchase of WAB the previous head of ESOL at THC has become the managing director (MD) of both WAB and WAL. He is also the international director at THC and director of studies (DoS) at WAL. After the sale, the senior receptionist was trained by the outgoing head of administration to take over the role. The previous DoS left the school prior to the sale in July 2016. The head of school is now also the DoS (referred to in this report as DoS). The principal remains in post.

The May inspection took place over two days. Meetings were held with the MD, the principal, the DoS, the assistant director of studies (ADoS), the head of administration, the accommodation officer and with a group leader. Focus group meetings were held with teachers, adult students and students under 18. One inspector visited three homestays.

An action plan was submitted at the beginning of October 2017 and viewed at the October Accreditation Scheme Advisory Committee meeting along with other documentation relating to points to be addressed. The committee was satisfied that progress had been made to address the points and a signalled spot check to end the period of review took place in November 2017. The inspectors arrived at the school at 09.00 and left at 16.00. They talked to the MD, the principal, the head of school, who is also the DoS and male welfare officer, the assistant director of studies (ADoS), the head of administration and the accommodation officer, who is also the female welfare officer. Two focus groups were held – one for teachers and one for a group of under 18s. One inspector visited two homestays. Each inspector observed three teachers. They asked to see a range of documents.

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 checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 There is a clear organogram in place. The MD works two days a week at the school and is in daily contact. Appropriate arrangements are in place to ensure continuity at all times.

M3 There are job descriptions in place for all roles except for teachers. However, their duties are outlined in their contract of employment. Job descriptions are not dated and do not indicate who the post holder reports to.

M4 The MD attends regular THC senior management meetings and meetings with the human resources (HR) and security departments. Senior staff members from New City College have visited WAB. The MD, principal and senior managers at WAB have weekly meetings. A strategic management meeting attended by the MD, the principal and

the DoS has been instituted on a quarterly basis. There are weekly meetings for heads of department, academic staff and administrative staff. All meetings are minuted. Homestay providers' meetings now form part of the contract with the school and hosts are required to attend one a year. Group leaders' meetings are held weekly as required. Teachers commented in the focus group that communication across the school was good.

M5 There is a recruitment policy and checklists for appointments. Staff contracts provide brief outlines of terms and conditions, but reference to disciplinary and grievance procedures is not sufficiently detailed.

M6 The staff files sampled were generally complete. However, a recently recruited teacher had only one reference on file. (See also C4.)

M8 Appraisals are carried out annually for all permanent staff members and goals are set for the year ahead. Procedures are in place for handling unsatisfactory performance.

M9 Opportunities for continuing professional development are available to all staff. These include basic safeguarding training and specialist training for relevant staff members, workshops for teachers run by the local accredited language school association, attendance at the English UK student services conference for the head of administration, and financial support for academic staff to obtain higher level qualifications.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 There are sufficient administrative staff to handle the volume of work efficiently. Additional staff are employed for peak enrolment periods.

M11 Pre-course advice is provided by the principal and DoS. The academic team is available to advise students during their stay.

M13 All next of kin details are recorded and held on paper files which are accessible to the emergency phone holder. Details, including the relationship, obtained at enrolment are checked on arrival. Local contact details are on the database and in paper files.

M14 The student attendance policy is clear and effective. Absences are followed up at the first break for adult students. For under 18s, the DoS or ADoS check classes shortly after the start of the first lesson. Accurate follow-up records are kept.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M16 Action has been taken to address the points raised in the last inspection. However, see C6 for comments on guidelines to hosts concerning free time for under 18s.

M17 The quarterly strategic meetings review quality assurance practices. A summary of student feedback is analysed at staff training days where follow-up action is discussed. New coursebooks, and the syllabuses related to these, have been introduced. New laptops for students have been purchased and interactive whiteboards (IWBs) have been installed in two classrooms. The cafeteria is under new management in response to student and staff feedback.

M18 No questionnaire is given out in the first week of a course. Students complete an interim questionnaire at the beginning of the second week of their course, and an end-of-course questionnaire. For those studying for 12 or more weeks, there is a mid-course questionnaire. The heads of departments see all questionnaires and initial action is recorded on the form. Further action taken as a result of discussion at weekly staff meetings is then noted in

meeting minutes.

M19 Staff can provide feedback at the weekly teachers' and administration meetings, in appraisals and at end-of-term training days. A clear display in the teachers' room outlines the action taken in response to staff feedback.

M20 The complaints policy is displayed in all the classrooms and is included in the student welcome leaflet. The language is not easily accessible to lower level learners, and the procedure is not sufficiently detailed. Complaints and action taken are recorded.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The main medium of publicity is the WAB website and a shared WAB/WAL brochure with school-specific inserts.

Social media is also used. A new website to cover both schools is in preparation.

M21 The language used on the website, with some minor exceptions, and in the brochure is accurate. In the brochure the language is generally accessible. However, on the website it is not easily accessible to lower level learners in places due to the length of sentences and choice of vocabulary.

M22 Information is generally clear and photographs on the website are captioned. A reference on the website to 'total immersion English language courses' could be misleading when the general English course consists of 13 hours and twenty minutes of taught hours per week. (See M24 for taught hours per week). The website states 'our standards of teaching are very high', which does not reflect the comments on the teaching observed during the last or current inspection. No evidence was presented to support the website claim that Westbourne is 'Bournemouth's most fashionable district'.

M24 The times of classes, the non-teaching days and the maximum class size are provided. The stated number of hours includes breaks; this is made clear but not the number of taught hours per week. Prospective students would need to calculate the exact number of hours. The minimum age is stated as 16 in the brochure. However, the website indicates that accompanied 15 year-olds are accepted on Easter and summer courses. Also, at the time of the inspection one student was 15 years old at the start of her non-holiday course.

M25 All the information on costs is provided, but the cost of one examination differed in the brochure and on the website.

M29 The website states that the school is 'fully accredited' by the British Council', and also that it is 'accredited by' English UK, rather than a member of English UK.

Management summary

The provision meets the section standard. The management of the school operates to the benefit of its students. Staff management is effective, student administration is carried out efficiently. There is a need for improvement in *Quality assurance* and *Publicity*.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises provide an appropriate environment for staff and students, with good office space, spacious areas for students to gather outside class, a well-maintained garden with covered space, and a lift to all floors.

R2 The premises are in a good condition throughout and there is an effective and responsive maintenance programme.

R3 The classrooms are furnished with tables and chairs, have well-presented display boards, and are free from disruptive noise. Heating and ventilation were satisfactory at the time of the inspection, though some students in the student focus group said the classrooms could be cold. Some of the rooms are narrow and make it difficult for teachers to circulate easily. Room sizes vary and the school timetables effectively according to group size.

R4 Students benefit from good space for relaxation and eating. The area is spacious and appropriately furnished with access to the well-presented garden where there is additional seating. In response to student feedback, the cafeteria is under new management. A good selection of hot and cold food and drinks is provided by the cafeteria at reasonable prices, and there is a range of restaurants and cafés within a five-minute walk.

R5 The signage throughout the school is appropriate. There are visually attractive display facilities in the entrance, the cafeteria and the classrooms.

R6 There are two connecting staff rooms with work space for all the current teaching staff. Facilities are available to store and heat food and to make hot drinks. Storage for personal possessions is provided and there is space for meetings.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R7 There are appropriate materials for the courses offered. Students are lent a coursebook for their stay and are given the corresponding workbook. They also have access to the online material related to the workbook during and after the end of their course. The DoS has overall responsibility for materials.

R8 A good range of resources is available to teachers, these include online materials related to the main coursebook series used by the school, class sets of skills books, dictionaries and readers, photocopiable resources and a small library of teacher development books. Teachers have to request photocopies in advance and these are prepared by the ADoS. Teachers in the focus group stated they would prefer to do their own copies.

R9 There are three laptops available to students, CD players and small screens in all classrooms, except the two with IWBs. Technical support is available in-house, and initial training on IWBs has been given to staff. However, the teachers felt there was a need for further training to be carried out as soon as possible.

R10 Students have access to a listening room, a reading room and a DVD/private study area. Catalogued materials are available for both the listening and reading rooms.

Resources and environment summary

The provision meets the section standard. The premises provide an appropriate learning environment for students and a professional environment for staff. The learning resources meet the needs of the students and teachers.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T1 One teacher, the ADoS, does not hold a level 6 qualification. He has a range of life experience as he has worked in a university and private language schools overseas, where he undertook relevant training. The rationale was accepted within the context of this inspection.

T4 The MD, principal and DoS are all diploma qualified and have extensive experience in different teaching and academic management contexts. The ADoS has an initial qualification and extensive experience.

T5 The ADoS works under the supervision of the principal and the DoS and does not carry out any duties that require a diploma-level qualification. The rationale was accepted within the context of this inspection.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T8 The DoS and the ADoS are available to cover absent teachers. The MD and principal are also able to cover if required.

T9 Insufficient attention is paid to the pedagogic aspects of continuous enrolment and there are no guidelines for teachers.

T10 Staff training days are held every eight weeks and include professional development workshops for teachers, which are linked to observations. Peer observations are encouraged and are scheduled every 16 weeks.

Occasional workshops are run after the weekly teachers' meeting. The teachers in the focus group stated they would like more training workshops. The DoS and the ADoS are available for day-to-day support

T11 New teachers are observed in the second week of their contract and formal observations take place every 16 weeks. Feedback includes a focus on areas for development. The observations are carried out by the DoS.

Procedures are in place for dealing with unsatisfactory performance. The ADoS, who teaches regularly, has not been observed for a number of years.

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 checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

T12 All courses are based on coursebooks and supplementary material. There is a clear rationale for the choice of the coursebook series. Teachers are provided with written syllabuses which are largely coursebook based, with some suggestions for additional material. There is also a syllabus overview for each level.

T13 Feedback is sought from teachers on the suitability of course materials. Students are asked mid-course to complete a questionnaire on class materials. Teachers in the focus group commented favourably on the new materials.

T14 There are no written course outlines available to students, other than the coursebook map.

T15 Guidance on study and learning strategies is included in coursebooks. Students have access to the digital material that accompanies the workbook after the end of their course.

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

Comments

T18 Progress is monitored through end-of-unit tests and end-of-course tests. Progress is recorded, and procedures, which include a coursebook-based test, are in place to enable students to change classes as necessary.

T21 Academic reports are provided to all students who study for four or more weeks, and are available to all students who request them.

T22 The DoS is available to provide relevant information on entering mainstream UK education. This is indicated in the students' welcome leaflet.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	General English and a closed group course.

Comments

Three of the teachers seen were the MD, the DoS and the ADoS.

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 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 generally demonstrated a sound knowledge and awareness of the linguistic systems of English. There were examples of clear lexical explanations, including the use of stress marks and indication of parts of speech. However, some inaccurate written models were provided, particularly in relation to collocations.

T24 Topics were generally appropriate, and sometimes well chosen to meet the interests of the students. Timings were appropriate and homework was checked. Class profiles were provided, though these were rarely sufficient to identify individual learning needs or learning styles. There was little evidence of accommodating these needs in lesson plans.

T25 Lesson plans generally provided a coherent sequence of activities that were linked around a topic or language point. However, relevant learning outcomes were not always made known to students.

T26 An appropriate range of techniques was observed. Elicitation was generally used effectively; there was good use of questioning and purposeful monitoring. Pronunciation was integrated though often focused on single words. In stronger lesson segments, back chaining was used well. Instructions were generally clear but not often checked.

T27 There was competent use of whiteboards, audio equipment and hand-outs. IWBs were generally used as whiteboards. In some lessons teachers worked through a series of exercises in the coursebook. Teachers did not always manage classroom layout effectively, though they were sometimes hampered by cramped classrooms.

T28 Teachers monitored student language during activities. There was some error correction, which included encouraging self-correction and peer-correction. Students received individual feedback during pair and group work. In some lesson segments teachers missed correct answers as these were not the ones they were looking for, and in other segments teachers accepted incorrect answers.

T29 Lessons were generally staged from more controlled to freer practice, giving students an opportunity to see how well they could use the language. However, there was limited evidence of checking if learning had taken place.

T30 Students were engaged and focused and there was a positive learning atmosphere in most lessons. There was generally good nomination and personalisation. Teachers were able to adapt their language to the students' level. In the stronger segments teachers provided a good balance of teacher talking time to student talking time. The school's policy of only using English is evidently a success as students did not use their first language even in monolingual classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to good with the majority of lesson segments being satisfactory. Teachers generally demonstrated a sound knowledge of language and topics were appropriately chosen. Lesson plans did not indicate that the learning needs of individual students had been taken into account. A range of teaching, feedback and correction techniques was seen in many lesson segments, though checking of understanding could be more rigorous. There was a positive learning atmosphere in all classrooms.

Teaching and learning summary

The provision meets the section standard. Teachers are appropriately qualified and benefit from sufficient support to ensure that their teaching meets the needs of their students. Courses are appropriately designed and implemented, though there are no written course outlines for students, and pedagogic aspects of continuous enrolment need addressing. Learner management is effective. 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 type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 Appropriate measures are taken to ensure that the school premises are secure. CCTV cameras are in operation and entry to the building is through one door next to reception. All visitors have to sign in at reception and wear visitor badges. A fire risk assessment has been carried out and fire drills take place regularly.

W3 Several members of staff are available to help students with personal problems. However, the student information sheet suggests that students should see the principal about any personal problems they might have,

while on the general information noticeboard in reception, other staff are identified as the people to see about welfare issues.

W7 Students receive appropriate information and advice through the student information sheet, a first-day induction and the noticeboard in reception. However, the information sheet needs to be simplified, re-organised, re-formatted and completely re-written in order to make it more accessible to students.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers private home and homestay accommodation and has about 150 hosts, of whom approximately half take under 18s. One of the inspectors visited three homestays, two of whom were hosting under 18s at the time of the inspection.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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

W9 The three homestays visited were of a very good or good standard. The host were welcoming and all of the required services were provided, including a table and chair in the bedroom for private study.

W10 All prospective hosts are inspected by the accommodation officer before their use by the school. Although hosts are made aware of the need to have Gas Safe certificates and to carry out fire risk assessments, this is not followed up.

W12 Records of revisits are recorded, as are the presence or absence of fire risk assessments and Gas Safe certificates. Many homestays have not provided up-to-date information that fire risk assessments and Gas Safe certificates are in place. Only about a third of hosts had sent in evidence of their compliance at the time of the inspection. Over a third had still not sent in appropriate documentation more than two weeks after the inspection.

W13 Confirmations of bookings sent to students include relevant information about hosts and distance from the school. They do not all contain information about cost of travel. Private home accommodation is inaccurately described as 'homestay' on enrolment confirmations. Students are not asked in pre-confirmation communication if they want private home rather than homestay accommodation.

W14 The accommodation officer is introduced to students on the first day of their course. Students are asked to comment on their accommodation in the interim questionnaire, distributed at the beginning of the second week of the student's stay. Any problems are followed up and any action taken is recorded.

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 checked="" 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

W17 The rules and terms and conditions of accommodation are made clear to homestay providers through booking confirmation forms and the homestay provider information sheet.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments					
None.					

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 type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments					
W25 The school's hotel list sheet might imply that the hotels on it are recommended by the school, when none of them is monitored by Westbourne staff.					

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments					
W26 The school makes students aware of social, cultural and sporting events through a variety of channels that include leaflets in the restaurant, displays on noticeboards, a monthly 'what's on in Bournemouth' document and the school's website. The school also helps students book excursions through third parties.					
W27 The school's own social programme is well organised and includes free events during the week, and weekend excursions managed by staff. Excursions include guided tours.					
W28 There are risk assessments for all activities, which include responding to problems but some of them are not sufficiently detailed.					
W29 Sports activities, such as football, are staffed by personnel with first aid qualifications.					

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and information are largely met. The leisure opportunities made available to students are very good. The accommodation is suitable, but accommodation systems need to be improved in certain areas. There is an urgent need for the school to ensure that all homestays have conducted fire risk assessments and have up-to-date Gas Safe certificates. *Leisure opportunities* is an area of strength. There is a need for improvement in *Accommodation*.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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

This section was inspected and updated in November 2017.

Nine under 18s were studying in the school at the time of the inspection. In the past six months, there have been just over 200 under 18s – over 30 per cent of the total student population. Most attended during July and August and some of these came in closed groups.

C1 The safeguarding policy specifies procedures that ensure the safety and well-being of all students who are under 18. The policy includes codes of conduct, guidance on handling delayed security checks both for staff and for homestay adults and comprehensive safe recruitment procedures. There is evidence of expert input in the framing of the policy.

C2 All staff and homestay adults receive a copy of the policy and sign to confirm that they have read it. Appropriate training is provided for all staff.

C3 Although publicity makes very little mention of the level and care of support provided for under 18s, parental consent forms give all the necessary information.

C4 The school takes appropriate steps to ensure that new staff and new homestay adults are fit to be in contact with under 18s, by means of security checks, references and proof of identity.

C6 All stakeholders, including under 18 students, are aware of the rules regarding what students may do outside scheduled lessons and activities and know where students are safe to go in Bournemouth. A thorough induction is followed by weekly meetings for under 18s. Homestay hosts sign to say that they have read the rules and they are asked to attend at least one evening meeting a year at the school, at which safeguarding issues are discussed.

Care of under 18s summary

The provision meets the section standard. There is appropriate provision for the safeguarding of students who are under 18, with a strong welfare team to ensure that all measures are in place. These measures apply within the school, during leisure activities and in homestay accommodation.