

Organisation name	Westbourne Academy Bournemouth
Inspection date	12–13 September 2022

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

### Recommendation

We recommend continued accreditation.

### Summary statement

The British Council inspected and accredited Westbourne Academy Bournemouth in September 2022. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme.

## Introduction

Westbourne Academy Bournemouth has been part of New City College (NCC), a London-based group of colleges of further education since 2016.

The managing director's (MD) role covers all NCC language schools; one was started in London in 2017, but has since closed, and a school in Oxford has recently been acquired. The MD also has a senior management role at NCC. Since the last inspection, a new director of studies (DoS) has joined the school; this role was previously carried out by the former head of school, who is now the principal. The former assistant director of studies is now the academic administrator (AA). The head of administration (HA) remains in post, and the former accommodation officer is now the head of accommodation (HAc).

This compliance-only inspection, which was conducted remotely, took place over two days. Meetings were held with the MD, the principal, the DoS, the HA, the HAc, and the AA. Focus group meetings were held with teachers and students. One inspector conducted remote visits to two homestays.

The inspection included a virtual tour of the main school premises. Students and staff were also asked to comment on the state of the premises.

## Address of main site/head office

31 Alumhurst Road, Bournemouth, Dorset BH4 8EN

## Description of sites observed

The school is situated in the Westbourne area of Bournemouth, within five minutes' walk of a range of shops, restaurants and cafés. The building is surrounded on all sides by parking and gardens. The ground floor houses a reception area, a range of office spaces for all management and administrative staff, two teachers' rooms with kitchen facilities and an office for the DoS and AA. There is also a computer room on this floor, as well as the cafeteria and a social area for students, with access to the garden. Outside there is a range of seating, including covered space and a barbecue area. Upper floors are reached via stairs; there is also a lift for disabled access. 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 a private study area. There are toilets on every floor.

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

## Comments

The main offer is general English, with English Plus providing additional practice lessons. There is also an intensive option. Preparation classes are run for a range of examinations, including IELTS. One-to-one classes are also offered. At inspection, all the above were running. Junior programmes in summer are general English. Closed groups are also accepted.

## Management profile

The MD reports to the NCC senior management team. The principal reports to the MD. The DoS and HA report to the principal and line manage the academic staff, and the HAc and office staff respectively.

## Accommodation profile

The school currently has a database of around 45 active homestay hosts offering single and twin rooms, with breakfast and evening meals provided on weekdays, full board at weekends. All homestay accommodation is on a direct bus route to the school, all within 10-20 minutes travelling time. At the time of the inspection, 27 adult students were in homestay accommodation and one student aged 16.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates strongly to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. Feedback forms the basis of planning and continuous improvement. There are clear policies and procedures to ensure the development of staff, and student administration is generally well managed.

### Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A good range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students.

### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive good guidance to ensure that they support students effectively in their learning. Courses are well structured and effectively managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. Students are well cared for by competent staff in a safe and secure environment. They are provided with sufficient information and advice to enable them to live comfortably and make the most of their time in the UK. Accommodation is well managed and of a very high standard. The leisure programme is interesting and varied and students are given a wealth of information about what is happening locally.

### Safeguarding under 18s

The provision meets the section standard. There is a comprehensive safeguarding policy and staff and homestay hosts receive appropriate training. Detailed parental consent forms are in place. There are good arrangements for keeping students safe in the school and during the leisure activities. Accommodation arrangements are very thorough, with clear rules and regulations for different age groups.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

### Comments

The organisation has clearly stated goals and values and the organisation plan provides more detail about its specific objectives with timeframes, although current planning is still relatively short-term. The centre's management

structure is clear and supported by widely available photographs of staff with their roles and titles. Communications are good, making use of a range of different channels, both formal and less formal, with minuted meetings as appropriate. Student feedback is collected at the beginning and end of courses, as well as at a mid-point for longer-stay students. Feedback is collated and action taken is recorded. The school also uses a range of key performance indicators to monitor student satisfaction among other areas. Staff have both formal and informal opportunities to give feedback. Feedback from all sources forms a focus for planning and continuing improvement.

<b>Staff management and development</b>	<b>Met</b>
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

#### **Comments**

There are thorough and well-documented systems to ensure that staff are well inducted, supported and monitored, as well as given appropriate opportunities for development. HR policies and procedures are clear and staff files comprehensive.

<b>Student administration</b>	<b>Met</b>
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Not met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

#### **Comments**

Staffing levels and cover arrangements are well thought through. Help, support, and advice for students is widely available, including through a live web chat. Technology provides good support and information is easy for staff to retrieve. Contact and next of kin details are carefully managed in general, although there is no record of whether emergency contacts speak English. There are clear policies and procedures, well understood by staff, for dealing with complaints and student conduct.

<b>Publicity</b>	<b>Met</b>
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met

M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

Publicity consists of the website as the main medium, printed brochures and a range of social media.

Publicity is very clear and well presented, with photographs of actual people, premises and activities, and comprehensive information on all aspects of the provision.

### Premises and resources

<b>Premises and facilities</b>	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

#### Comments

The school is well maintained and provides a welcoming and comfortable environment for teaching and learning. There has been a major refurbishment programme and staff commented very positively on the change that this has brought about. Classrooms are well equipped, and mostly air-conditioned, with appropriate furniture and good natural light. There is a range of areas for study and relaxation, as well as access to drinking water, a vending machine, a cafeteria and social space. Notices and signage are clear, and noticeboards and displays are plentiful, informative and well maintained. Staff have appropriate space and facilities for work, relaxation and storage.

<b>Learning resources</b>	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

Both students and teachers benefit from a good range of well-organised resources. There is good access to digital materials for teachers, as well as supplementary material and facilities for printing and photocopying. The computer room, listening centre, reading room and private study area together provide a wide choice for students wishing to undertake additional study work, and they are directed to a range of available physical and digital resources. There are appropriate arrangements for regular review of all resources.

### Teaching and learning

Report expires 31 March 2027

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
<b>Comments</b>	
The academic staff profile is generally good, and the rationale provided for one teacher without a Level 6 qualification was accepted in the context of this inspection. He has been involved in a range of post-school training as well as learning through extensive experience in varied contexts. The teaching team have a good range of qualifications, knowledge, skills and experience to meet the needs of their learners. The academic management team consists of the MD, the principal, and the DoS, all of whom are TEFLQ and have wide academic management experience.	
<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
<b>Comments</b>	
All aspects of academic management are carried out effectively. Teachers in the focus group were appreciative of the support provided and the opportunities to share ideas and good practice that have been facilitated, including regular development sessions and peer observations. Formal management, and drop-in observations also take place on a regular basis.	
<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
<b>Comments</b>	
Course design is based on stated principles and regularly reviewed. Students receive course outlines, and effective learning support, including tutorials which take place every eight weeks. Although not yet fully highlighted in course outlines, a focus on learning strategies and independent learning is provided by learning pathways on each course. The social programme and in-class activities focussed on language heard outside the class help to ensure that students are supported to develop their language skills; although adequate, this is currently not entirely systematic.	
<b>Learner management</b>	Met

T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

All aspects of learner management are effectively dealt with, and students benefit from appropriate learning support. Academic reports are produced at the end of each course, with CEFR-referenced level descriptors. Advice on mainstream UK education is available from staff as well as through a dedicated noticeboard with information on this area.

#### Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	General English, English Plus, FCE, CAE

#### Comments

A one-to-one class scheduled during the inspection was cancelled, and as a result one of the eight teachers timetabled could not be observed.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

#### Comments

T23 Teachers demonstrated sound knowledge and awareness, and dealt with new language effectively and mostly efficiently. Clear and appropriate models were provided, and many paid attention to features of pronunciation.  
T24 Plans included detailed student profiles and specific objectives with clear relevance to students' learning needs and styles, as well as cultural background. Topics, materials and activities were appropriately chosen to match course objectives.  
T25 Lesson aims were clear and relevant. They were shared with students and often signposted during the lesson. Most plans demonstrated very good sequencing and staging with effective scaffolding.  
T26 A very good range of teaching techniques was confidently drawn upon, including some good eliciting, regular checking of meaning, and nominating.  
T27 Classrooms were well managed and competent and confident use was made of interactive whiteboards, as well as conventional boards. Groupings were managed to good effect to ensure maximum involvement. Teachers checked instructions carefully and set up activities clearly.  
T28 Teachers provided plentiful praise and encouragement and demonstrated a good range of techniques for feedback, including reformulation and delayed error correction.

T29 Teachers ensured that activities, short checking tasks and regular review enabled them and their students to evaluate learning.

T30 There were very high levels of student engagement, and teachers often used their knowledge of students to encourage participation. Most teachers graded their own language very effectively and prioritised student talking time over their own. There was a very purposeful, positive learning atmosphere in all classes.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to good against the criteria, with the majority being very good. Teachers showed good awareness of linguistic systems and provided thorough and clearly staged plans which reflected course and group needs well and made use of good materials. Teachers generally used a range of techniques with confidence and resources were used to very good effect. Feedback techniques were varied and often interactive. Classroom management was dealt with very effectively and there was a very positive working atmosphere in classes.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

### Comments

Detailed and regular risk assessments and checks take place to ensure premises are safe for students and staff. Emergency action plans covering the school and activities are comprehensive and shared with all relevant stakeholders. Students benefit from a high level of pastoral care from all staff, and students in the focus group spoke highly of the care and support they received. Tolerance and respect for all is part of the ethos of the school; handbooks for staff and students and notices throughout the premises ensure that everyone is made aware of these expectations. Information about all aspects of life in the UK, including accessing health care and transport links, is given to students on the website, in the student handbook and in pre-course induction briefings.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met



**Comments**

All the facilities and services expected of homestays are provided and the students in homestay accommodation at the time of the inspection expressed a high degree of satisfaction with their hosts and their accommodation. The accommodation visited remotely appeared to be of an exceptionally high standard. Thorough checks on homestays have been carried out for safety and suitability and all records are detailed and clear. Students are given full information about what to expect from their homestay, including travel and arrival information and descriptions of their homestay host. Rules, terms and conditions are made very clear to homestay providers. Both homestay providers spoken to had worked with Westbourne Academy for many years and spoke highly of their close working relationship with the school.

**Accommodation: homestay only**

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

**Comments**

All criteria in this subsection are fully met.

**Accommodation: other**

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

**Comments**

All criteria in this subsection are fully met.

**Leisure opportunities**

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

**Comments**

Students are given regular updates of what is happening locally and a wealth of information about current leisure and cultural possibilities. An interesting and varied selection of activities is offered, entirely appropriate for the type of students in the school, accompanied by clear risk assessments and, where appropriate, staff who are qualified first aiders.

**Safeguarding under 18s**

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met

S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

#### Comments

The school accepts 16 and 17 year-olds in adult classes and closed groups of young learners (14–17). At the time of the inspection two students aged 16 were studying at the school.

The school has a thorough safeguarding policy created with expert advice; all staff and homestay hosts undertake regular safeguarding training. Detailed parental consent forms must be received before an under 18 student is accepted. Safer recruitment procedures are followed, arrangements for the supervision of students in lessons and in case of absence are clear, and homestay hosts are given detailed information and curfew times for under 18s.

#### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

#### Comments

D1 The items sampled were satisfactory.

#### Organisation profile

Inspection history	Dates/details
First inspection	1998
Last full inspection	May 2017
Subsequent spot check (if applicable)	November 2017
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	Oxford School of English (recently acquired)
Other related non-accredited schools/centres/affiliates	New City College

#### Private sector

Date of foundation	1996
Ownership	Name of company: Westbourne Academy (part of New City College) Company number: N/a
Other accreditation/inspection	N/a

### Premises profile

Details of any additional sites in use at the time of the inspection but not observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

<b>Student profile</b>	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	67	165
Full-time ELT (15+ hours per week) aged 16–17 years	2	25
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
<b>Overall total ELT/ESOL students shown above</b>	<b>69</b>	<b>200</b>
Junior programmes: advertised minimum age	14	14
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Spanish	Spanish
Adult programmes: advertised minimum age	16+	16+
Adult programmes: typical age range	16–60	16–60
Adult programmes: typical length of stay	6–8 weeks	6–8 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Swiss, Ukrainian, Italian, Omani,	Saudi Arabian, Swiss, Italian, Ukrainian, Omani

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	13
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	7	
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	1	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
<b>Total</b>	<b>3</b>
Comments	

Both the principal and the DoS teach, and during the inspection, were scheduled to teach five and six hours respectively.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers

TEFLQ qualification	3
TEFLI qualification	5
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	8

Comments

None.

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	27	1
Private home	1	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	39	1
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	67	2
Overall total adults + under 18s	69	