

Organisation name	Weymouth English Centre
Inspection date	19–20 July 2023

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

<b>Recommendation</b>
We recommend continued accreditation.

**Summary statement**

The British Council inspected and accredited Weymouth English Centre in July 2023. 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.

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

## Introduction

Weymouth English Centre (WEC) offers vacation courses for six weeks in July and August for students aged 13 to 17 years, although the centre occasionally accepts 12 year-olds. The course comprises morning English classes and daily afternoon activities, with a weekly full-day excursion, and offers optional extra courses in sailing, windsurfing and outdoor adventure. The course is managed by the director/centre manager, who took over the business in November 2022. The school has traded since 2004, but this was the first season under the new management. The academic lead is the director of studies (DoS) who has been with the school for four years, the last two in her present role. The director delegates some of the standard administrative work to one of the activity leaders. Most of the students come in groups accompanied by group leaders. Accommodation in homestays is arranged through a local agency.

This compliance-only inspection, conducted on-site, took two days. The inspectors talked to the proprietor, whose roles include director, centre manager and the designated safeguarding lead (DSL), the DoS, the accommodation officer, the activity manager, the activity leaders, and seven group leaders. All the teachers were observed. Two focus group meetings were held with students, one for 16 and 17 year-olds, the second with 13–15 year-olds, and one with teachers. Two homestays were visited virtually by one inspector, who also sampled activities.

## Address of main site/head office

307 Alder Road, Poole BH12 5BH (Head Office)

## Description of sites visited/observed

WEC hires rooms and services from Weymouth College (Cranford Avenue, Weymouth DT4 7LQ), a further education institution in the centre of Weymouth, close to the sea front. The school is located in a modern building on three floors, which forms part of the college's central square. The ground and first floor provide eight classrooms, and toilets, and the third floor rooms are used as a staffroom, a preparation room, the activity leaders' room, and an office space. Across the outdoor courtyard area, furnished with picnic tables, is the refectory, which supplies lunches and snacks. The refectory leads on to the college's reception area, where visitors are checked in and out. WEC students also have access to the sports hall and theatre for activities.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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 course consists of 15 hours of English language with a maximum class size of 15, and includes a varied activity programme in the afternoons and evenings. Those students opting for the optional extra activities follow these for four afternoons, in place of the standard activity programme. There is also an option to take four extra hours of English in the afternoons. This option had been taken up by one student in the week of the inspection. Six students had enrolled for sailing, five for outdoor adventure, and none for windsurfing. All students were aged 13–17.

## Management profile

The director has responsibility for the financial and strategic planning of the organisation as well as marketing and, in the weeks the school is running, all operational aspects of the day-to-day management. He is also the DSL, and liaises with the accommodation officer from the agency on aspects of the homestay provision. The DoS works full time when the school is active, and is responsible for the academic programme, course design and teacher support.

## Accommodation profile

The school offers only homestay accommodation, which is provided by a small local agency that has worked with WEC for many years. All hosts live in Weymouth or adjoining Portland. Some are within walking distance but most are a short bus ride away. Students usually share a twin room and hosts provide breakfast, evening meals and full board at weekends. The agency also provides homestay accommodation for WEC's group leaders and for any WEC staff not based locally.

## Summary of inspection findings

### Management

The provision meets the section standard. The school has clear goals and values and sound quality and review procedures, but the former is not shared sufficiently with staff. Staff management is efficient, though as yet there is no appraisal documentation. Communication is very effective. There is appropriate human resources support and development for staff. Student administration is carried out with care and attention. Publicity is of a high standard, including clear and relevant information. However, the minimum enrolment age is ambiguous. Generally the management of the provision operates to the benefit of students.

### Premises and resources

The provision meets the section standard. The premises are well maintained and equipped, providing a comfortable environment for study and relaxation. There are appropriate resources available, but guidance on the use of digital equipment is not provided for staff.

### Teaching and learning

The provision meets the section standard. The academic programme is well managed and delivered. Course design is appropriate and meets the needs of the students. Learner management has suitable processes and is managed effectively. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The needs of students for security, safety, and information are met. A comprehensive emergency plan is in place. The homestay accommodation is suitable and managed effectively. However, the maximum of four students permitted per homestay was exceeded in a few cases in 2023. Students are provided with a good range of social and cultural events and suitable sporting and leisure activities.

### Safeguarding under 18s

The provision meets the section standard. A comprehensive safeguarding policy is in place and relevant training is provided to all staff and homestay hosts. Students are suitably supervised during on-site and off-site activities.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Not met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	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
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#### Comments

WEC has a statement describing its goals and values, but it is not made known to staff in inductions, handbooks or job descriptions. Objectives are clear, and there is a plan to achieve them. The structure of the school is clear and understood. Communication, both formal and informal, is very effective. Review systems are appropriate, and it is intended that feedback informs planning and practice.

<b>Staff management and development</b>	Met
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.	Not 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.	Not met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

#### Comments

WEC's human resources policies and practices are appropriate. Job descriptions are in place, but these are not comprehensive or well structured. The DSL role is not included in the centre manager's job description. This was amended in the course of the inspection and is no longer a point to be addressed. Recruitment procedures, record keeping and induction are satisfactory. At the time of the inspection appraisal documentation had not yet been devised. Staff are given opportunities for continuing professional development.

<b>Student administration</b>	Met
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.	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

The customer service provided and the information received before and during the course was commented on very positively in both oral and written feedback from students. Course information is clear and the student handbook contains further useful information. Accurate records are in place. Attendance is monitored closely and absences are followed up immediately. Complaints procedures are clearly set out.

<b>Publicity</b>	Met
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

The principal form of publicity is the website.

Publicity is exemplary: accurate, comprehensive and gives rise to realistic expectations about WEC's 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 campus provides more than sufficient space for staff and students. The buildings are in good decorative order, clean and well cared for. Classrooms satisfactorily meet all aspects of the criterion and the indoor and outdoor areas for food and relaxation are pleasant. Specialist areas, such as the theatre, are well equipped and functional. Signage both exterior and interior, provided by both the college and the school, is generally clear and well placed. There are satisfactory facilities for display in common spaces and classrooms. There are two large staffrooms for the teachers and the activity team.

<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.	Not met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

Resources for teachers and students are in good supply and match the student profile. Data projectors and/or interactive whiteboards are available in most classrooms, but teachers are not trained to use them. IT support is readily available. Resources are reviewed at the end of the season in the light of feedback and any planned changes to the syllabus.

## Teaching and learning

<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

### Comments

The teaching team is suitably qualified and experienced, in a range of different contexts. The DoS is well qualified and has a good range of experience which is well matched to the needs of the students, and has excellent skills to lead the team. A rationale was accepted for one teacher without a Level 6 qualification, in the context of this inspection.

<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

### Comments

Teachers are assigned to courses with due regard to their experience, qualifications and preferences. Classes are shared between two teachers who, ideally, complement each other. Cover arrangements are satisfactory. There is continuous enrolment, which teachers commented was probably their greatest challenge. Although this criterion is met, due to the cyclic syllabus design, little explicit guidance or training was in place to assist teachers in managing this. There is good day-to-day support available to teachers, however, and observations with written feedback are carried out regularly.

<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.	Met
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.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

### Comments

Course design is based around topics, skills and project work, with oral skills prioritised. Teachers are provided with topic materials, notes, and support. Written course outlines are available to students. While project work and the activities programme promote learning outside the classroom, the syllabus does not include the development of teaching and learning strategies.

<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.	N/a
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.	N/a

#### Comments

Placement testing is carried out effectively, and there are systems in place for monitoring students' progress. The DoS operates a consistent policy in relation to changing classes, but manages it sensitively. Certificates and a brief progress report are issued to all course participants.

#### Classroom observation record

Number of teachers seen	8
Number of observations	9
Parts of programme(s) observed	All three strands of the syllabus.

#### Comments

The observations included the single one-to-one lesson.

<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 generally demonstrated a satisfactory knowledge and awareness of grammatical and lexical systems and provided accurate models of spoken and written English.

T24 Plans indicated that the learning needs and backgrounds of the students had been taken into account, so the content of the lessons appealed to the students and was age appropriate. Some detailed and perceptive class profiles were produced.

T25 In general lessons had a clear set of activities, logically developed, usually based on a single topic or language point. Learning outcomes were mostly clearly defined on the plan and were usually explicitly shared with students, either on the whiteboard or expressed orally.

T26 Teachers used a range of techniques, including questioning, exemplification, appropriate attention to individuals, setting up collaborative and information gap tasks, eliciting and effective monitoring. Weaker lessons included teachers taking too dominant a role or failing to hand over control sufficiently to students.

T27 Classroom management was appropriately handled. Instructions were by and large effective, and teachers generally incorporated changes to seating and partners into lessons to maintain student engagement and active

participation. In better segments time limits were effectively imposed and electronic resources were effectively incorporated.

T28 Teachers praised and encouraged students, and prompted self- and peer correction. They helped students with emerging language during individual, pair and small group work. Weaker segments involved very limited lexical and grammatical correction, and a lack of challenge to unintelligible pronunciation.

T29 Learning was consistently evaluated through students' re-use of the target language, and personalisation.

T30 Students were mostly engaged and involved when tasks were enjoyable and fun. Teachers generally generated good rapport, which ensured a purposeful atmosphere. Where the atmosphere was less purposeful it was because the teacher was too much centre stage, and there was limited student interaction.

### Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching ranged from satisfactory to good with the performance against the majority of criteria being satisfactory. Topics were tailored to the needs and cultural background of the students, and lessons were planned with a set of coherent activities around a relevant theme. Lesson content was satisfactory. Teachers demonstrated sound grammatical awareness and provided relevant models of the language. The techniques on display were quite wide-ranging, and used confidently. Management of the classroom, resources and equipment was generally effective. Teachers were encouraging and patient. Evaluation of learning was included and constructive feedback to learners was generally incorporated. The classroom atmosphere was usually purposeful.

### 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.	Not 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.	Not 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

Measures to ensure the safety and security of students are sound and appropriate to their ages and backgrounds but most of the risk assessments of the premises were provided by the host institution, Weymouth College, or were some years old. However, risk assessments conducted by WEC itself were provided within a few days of the inspection so this is no longer a point to be addressed. There was an up-to-date and comprehensive 'Emergency procedure policy for off-site activities and trips', but there was no provision for on-site emergencies. However, a revised emergency plan which included a range of on-site emergencies was provided within a few days of the inspection so this is no longer a point to be addressed. All other criteria in this subsection are fully met. Students spoken to during the inspection praised the care and attention they received from managers and staff.

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

The homestay provision is suitable and managed effectively.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Not 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

Three hosts were each accommodating five students at the time of the inspection. In other respects, the criteria in this subsection are fully met. The accommodation officer, who works for a small independent agency, has more than 20 years' experience. The students and group leaders spoken to during the inspection were very positive about the quality of their homestay accommodation.

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

#### Comments

WEC provides only homestay accommodation.

<b>Leisure opportunities</b>	
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

Before they arrive, students are sent information about the sporting, social and cultural activities available and are encouraged to make choices so that each individual's daily programme can be sent in advance. The criteria in this subsection are fully met.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	
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.	Not 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

All students enrolled at the time of the inspection were in the age-range 13 to 17. Very exceptionally WEC accepts 12 year olds but none was enrolled this year. The director of WEC is the designated safeguarding lead and, together with the activity manager, is trained to specialist level. All staff and hosts have had appropriate training. The safeguarding policy is up to date and comprehensive except that it did not include guidance on handling delayed suitability checks. This guidance was added shortly after the inspection and is no longer a point to be addressed. All other criteria in this subsection are fully met.

#### 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	2003 (under previous ownership)
Last full inspection	2018 (under previous ownership)
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	2004
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Ownership	Name of company: Weymouth English Centre Limited Company number: 05218991
Other accreditation/inspection	N/a
Other accreditation/inspection	N/a

### Premises profile

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

### Student profile

	At inspection	In peak week: July 2023
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	32	32
Full-time ELT (15+ hours per week) aged under 16	84	84
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>116</b>	<b>116</b>
Junior programmes: advertised minimum age	13	13
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Spanish, Italian, French	Spanish, Italian, French
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

### Staff profile

	At inspection	In peak week
Total number of teachers on eligible ELT courses	8	8
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	8	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	2	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1

### Comments

None.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	6
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	N/a	116
Private home	N/a	0
Home tuition	N/a	0
Residential	N/a	0
Hotel/guesthouse	N/a	0
Independent self-catering e.g. flats, bedsits, student houses	N/a	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	0
Staying in privately rented rooms/flats	N/a	0
Overall totals adults/under 18s	N/a	0
Overall total adults + under 18s	116	