

Organisation name	Weymouth English Centre
Inspection date	17–18 July 2018

Section standards	
Management 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
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. FA 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
Teaching and learning 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
Welfare and student services 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
Safeguarding under 18s 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. However, evidence must be submitted within three months to demonstrate that weaknesses in S4, S6 and S7 have been addressed.

Summary statement
<p>The British Council inspected and accredited Weymouth English Centre in July 2018. 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 for details).</p> <p>This private language school offers vacation courses for under 18s.</p> <p>Strengths were noted in the area of leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Weymouth English Centre (WEC) offers vacation courses for seven weeks in July and August for students aged 13 to 17 years, although the centre occasionally accepts 12 year-olds. There were two 12 year-olds at the time of the inspection.

The course is managed by the director/centre manager (the director) together with the course co-ordinator. There is a new director of studies (DoS) as the previous DoS, who has worked at the school since 2009, was unable to take up the position this year. Two new courses have started since the last inspection: intensive English with activities, and English and wind surfing. Most of the students come in groups accompanied by group leaders. Accommodation is arranged through a local agency.

The inspection took place over two days. The inspectors talked to the director, the course co-ordinator, the DoS, one of the partners of the accommodation agency and the activities' manager. All the teachers were observed. Focus group meetings were held with students, teachers, activity leaders and group leaders. One inspector met a representative of Weymouth College. One inspector visited three homestays.

Address of main site/head office

Weymouth College, Cranford Avenue, Weymouth DT4 7LQ

Description of sites visited

Weymouth English Centre (WEC) is based in Weymouth College, which is within walking distance of the town centre and beach. The centre has the use of 13 classrooms on the ground, first and second floors of one block on the campus. There is also a room for teachers with a workplace for the DoS, and an office for the director, course co-ordinator, activity manager and activity staff. There are toilets on all floors. WEC students use the college canteen in the building across from the classrooms, and outside there is a garden area with seating. WEC students also have access to the sports hall and college theatre for activities.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<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

Students follow the standard course of 15 hours of lessons in the mornings and a programme of activities in the afternoons and evenings, and a Saturday excursion. Additional activities (sailing, wind surfing, outdoor adventure) can also be booked and combined with morning classes; these English plus courses comprise 15 hours of morning classes, 12 hours of specialist tuition on four afternoons, one other afternoon activity, evening activities and a Saturday excursion. The school also offers an intensive English course which comprises additional classes on two afternoons a week as well as activities on three afternoons, in the evenings and a Saturday excursion.

Accommodation profile

All homestay provision is arranged through an agency that the school has been working with since its foundation. The three homestays visited were within a 15-minute walk or bus ride of the college. One offered a single room, another a twin room and the third, two twin rooms. The first and third homestays had shower facilities, the second had a bath. The third homestay had a shower room for the students' use, with the option of using the hosts' shower room in addition.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students. There are robust systems in place to obtain feedback from students, group leaders and staff, and communication

within the organisation is good. Staff are well prepared for their roles and monitoring and support are effective.

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 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.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers are well supported and monitored. Courses are appropriately structured and managed to meet the learning needs of the students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides a safe environment for students and a very good programme of leisure activities. The accommodation provided is generally suitable, there are good relationships with the agency used and the management of the accommodation systems works to the benefit of students. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

Overall, the provision meets the section standard. There is good provision for the safeguarding of students under the age of 18 within the school and in the leisure activities organised, with good safeguarding training to support this. Appropriate accommodation is used and the level of supervision offered is clear to parents, although the suggestion that hosts decide free time rules could allow for some ambiguity. Some weaknesses in homestay recruitment procedures were identified, as well as the need for tighter procedures for the very few students staying with family members.

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.	Strength
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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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

M4 Channels of communication, both formal and informal, are very effective. Regular minuted meetings are held for all staff. The accommodation agency partner visits the school weekly. Staff and group leaders felt well informed.

M5 There are robust systems for collecting feedback from students and group leaders through face-to-face meetings and questionnaires. The accommodation agency partner liaises regularly with homestay hosts. All feedback is analysed in detail and action taken recorded.

M6 Regular formal feedback is sought from all staff either at meetings or through questionnaires. This is analysed in detail and action taken is recorded. As the managers and staff work closely together there is ample opportunity for informal feedback. Staff in focus groups felt their views were valued.

Staff management and development	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	Met

reviews these.	
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Strength
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.	Strength
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

M10 Recruitment procedures are clearly documented. All the required documentation is either in paper format or stored digitally. However, not all copies of certificates were signed and dated.

M11 All staff receive a thorough paid induction. For new activity staff this runs for two days, with returning activity staff joining for the second day. First aid training is also provided. Academic staff receive a one-day induction. Staff commented very positively on the induction received and stated they felt well prepared for their roles.

M12 There are robust and supportive systems for monitoring staff. Teachers and activity staff are observed and feedback is constructive and identifies areas for improvement, which are subsequently followed up. There was evidence that unsatisfactory performance was handled appropriately.

Student administration	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.	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

M18 Details for next of kin are collected at enrolment on the parental consent form. However, the form does not currently request the relationship or whether they speak English.

Publicity	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.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
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 publicity consists of a website, a brochure, and social media. The website is the main form of information.

M23 All publicity materials, including the Terms and Conditions, are expressed in very clear, highly accessible and accurate English.

M24 All the required information is clearly stated and information on courses is detailed and consistently presented. The minimum enrolment age is 13, but publicity materials state 'Occasionally we accept bookings from students aged 12, but only in special circumstances'.

M26 Clearly presented information is provided on the parent page on the level of care and support. A link to the section of the safeguarding policy that outlines the school's policy on free time did not work. This was rectified during the inspection and the information added to the parent page. This is no longer a point to be addressed.

Premises and resources

Premises and facilities	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

P5 Signage and the availability of noticeboards for the display of information is adequate. In some classrooms, host college information has been covered with coloured paper to allow the display of information and student work. This was not the case in all classrooms.

Learning resources	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.	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

All applicable criteria in this area are fully met.

Teaching and learning

Academic staff profile	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.	Strength

Comments

T1 Four teachers did not have a level 6 qualification. The rationales were accepted within the context of this

inspection as they had all undertaken some further education or post-school engagement with professional training.
 T2 One teacher did not hold an ELT qualification that meets Scheme requirements. The rationale was accepted within the context of this inspection as the teacher had undertaken a qualification and was supported by the DoS.
 T4 The DoS is TEFLQ and has extensive experience in teaching and academic management.

Academic management	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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T9 There is good provision for supporting teachers. The DoS is readily available and regular meetings allow for the exchange of ideas on specific classroom issues. The teachers in the focus group spoke highly of the support provided.
 T10 The observation system is robust. Teachers are regularly observed and feedback is principled and identifies areas for improvement, which are followed up. Teachers reported appreciation of the process and the feedback provided.

Course design and implementation	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.	Not 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

T11 The course structure is topic based and the emphasis is on developing students' communication skills.
 T13 Weekly plans are drawn up but these are not always displayed in the classrooms. The plans do not identify learning outcomes.
 T15 Teachers did not give students the tools to achieve more, for example by providing guidance in the organisation of their files and the recording of vocabulary.

Learner management	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
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Comments

All applicable criteria in this area were fully met.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	General English classes

Comments

None.

Teaching: classroom observation	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 an appropriate knowledge of the linguistics systems of English and provided students with accurate spoken and written models. However, the learning of new vocabulary was not assisted by the use of techniques such as indicating word stress and parts of speech.

T24 In many instances teachers were meeting students for the first time, but were able to provide a class profile based on their experience of teaching students of the age range and cultural background. In weaker lessons plans, there were no student profiles. Materials were generally appropriate, though there was some evidence of teachers under preparing.

T25 Lessons generally followed a coherent sequence of activities. Lessons aims were mostly expressed as a list of topics, skills or grammar points to be covered rather than learning outcomes; it was not always evident that the aims had been made clear to students.

T26 A limited range of techniques was observed, including some effective eliciting and monitoring, and in better lesson segments prompting and concept checking.

T27 Teachers generally made appropriate use of resources, though there was an overuse of handouts, which were not always well presented. Classroom furniture was effectively laid out but the circulation space was not often used to best effect for this age group.

T28 There was a limited variety of feedback techniques in evidence in many lesson segments. In a few better segments teachers noted down errors and carried out subsequent board correction, encouraged self- and peer-correction. In weaker segments there was some under-correction, particularly following pair-work when feedback was minimal.

T29 Short tasks were evident in most lessons segments which allowed students to see how they could perform. There was occasional reference to vocabulary from previous lessons.

T30 There was generally a good atmosphere in classes and students were mostly engaged and focused. Teachers effectively encouraged the use of English and student behaviour was good. There was some personalisation and generally good nomination.

Classroom observation summary

The teaching observed met the requirements of the Scheme, and ranged from good to weak, with the majority being satisfactory. Teachers generally demonstrated appropriate language awareness. Class profiles showed an understanding of the needs of students of this age range and cultural background. However, it was not always evident that learning outcomes had been made clear to students. Materials chosen were mostly appropriate, though

more activities involving movement would have benefited this age group. There was a need for a greater variety of feedback techniques. Generally students were engaged and focused and there was a positive learning atmosphere in most 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.	Strength
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.	Strength
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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W1 All aspects of safety and security are addressed in an unobtrusive but effective manner. Responsibility for the area is specified in the centre manager's job description and robust procedures include weekly fire drills and regularly updated risk assessments.

W2 The emergency procedure is clear. There is a thorough written policy, but this is also presented in a more interactive way at the induction for staff. In their meeting, activity leaders were able to demonstrate a sound, practical awareness of these procedures.

W6 Arrangements for transfers are very good, with students being collected and returned at specified times, which parents know well in advance of booking flights.

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

W9 Overall, this criterion is met. The standard of accommodation of the three homestays visited varied, but all offered students sufficient space for clothes and general storage, and bedrooms and general areas were in an adequate to very good state of cleanliness and repair. However, the requirement for a desk or table for private study is not specified in the homestay agreement, and the requirement to treat students as full members of the family, though specified, was, on occasion, not evident.

<i>Accommodation: homestay only</i>	
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 section 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.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

Leisure opportunities

Area of strength

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.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

Comments

W24 There is a wide range of activities included in the students' courses, with several to choose from each afternoon and evening. Students create their own personalised programme by selecting activities prior to arrival and/or subsequently, printing off their own schedules, using excellent software designed in house.
W25 All activities are well prepared and organised with an 'activity pack' for each activity. The activities manager briefs the activity leaders on a daily basis, ensuring that any potential issues are dealt with.
W26 Procedures are good. The majority of staff are first-aid trained, risk assessments are prepared for every activity or excursion and are updated on a regular basis.
W27 The college uses excellent, specialist staff for many of its activities. Many have worked with the college for several years, and are able to tailor their sessions for students with limited English.

Safeguarding under 18s

Safeguarding under 18s	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.	Strength
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.	Strength
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.	Not 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.	Not 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

S1 There is a thorough, well-written safeguarding policy which recognises the specific needs of summer school students. Practical documents, such as a code of conduct, are attached as appendices.

S2 The director and activities manager have specialist level training. The rest of the staff have basic awareness training. Teachers and activity leaders also receive practical, relevant face-to-face training at their induction, where example scenarios are presented and where understanding of the policy is checked.

S4 Although procedures are underway to ensure that all adults in the homestay have DBS checks, these have not yet been fully implemented. References are not collected for homestay providers.

S6 Overall, the procedures for supervising students outside the scheduled programme are satisfactory. Students, parents and hosts are clear about curfew times and there is very little unsupervised free time available. At induction, students are told to make sure that they are always with a friend, and most students (over 95 per cent) have an app installed on their phones which means that they can be tracked. However, homestay hosts decide what a student may or may not do in their free time, rather than the provider. This is documented in the 'Away from Homestay' procedure.

S7 Students are accommodated in homestays on a full-board basis, with lunch being provided by the college during the week. However, at the time of the inspection there were three students living with family members, or friends of the family, and there was no documentary evidence confirming the identity of these people.

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	2014
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	2002
Ownership	Name of company: Weymouth English Centre Company number: 05218991

Other accreditation/inspection	N/a
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Premises profile

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

Student profile	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	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	47	47
Full-time ELT (15+ hours per week) aged under 16	136	136
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	183	183
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	French, Spanish, Italian	French, Spanish, Italian
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 (organisation's estimate)
Total number of teachers on eligible ELT courses	13	13
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	13	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	10	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 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	10
Holding specialist qualifications only (specify)	0

Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	13
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	180
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	3
Staying in privately rented rooms/flats	N/a	0
Overall totals adults/under 18s		
	N/a	183
Overall total adults + under 18s		183