

Organisation name	BEET Language Centre Bournemouth
Inspection date	7–8 March 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited BEET Language School in March 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (16+) and for closed groups of adults (16+).

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching, accommodation, and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	1985
Last full inspection	2013
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Teacher training in certificate and diploma level courses. (International Teacher Training Centre - ITTC)
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

Private sector

Date of foundation	1979
Ownership	BEET Language Centre Ltd Company number: 4341526
Other accreditation/inspection	N/a

Premises profile

Address of main site	Nortoft Road, Bournemouth BH8 8PY
Details of any additional sites in use at the time of the inspection	None
Details of any additional sites not in use at the time of the inspection	91 Wimborne Road, Bournemouth BH3 7AN, which was ITTC's former site. Although ITTC is now based at BEET it could be transferred back to Wimborne Road if more classrooms were required.
Profile of sites visited	<p>BEET is situated in a quiet residential area with easy access to the town centre. It is based in a former, older-style primary school building leased from the church next door. The main building houses 12 classrooms over two floors, two adjoining staffrooms, two self-access rooms, a library, a large reception area and various smaller offices. There is a large student cafeteria on the ground floor.</p> <p>To the rear of the building there is a tarmacked area, which is used for parking and additional seating space in the summer. Small marquees are erected as required. There is also an additional teaching block with four classrooms.</p>

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	85	152
Full-time ELT (15+ hours per week) aged 16–17 years	8	133
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	93	285
Advertised minimum age	16	16
Actual minimum age	16	16

Advertised maximum age	N/a	N/a
Actual maximum age	18+	18+
Typical age range	18–25	17–25
Typical length of stay	23	3
Predominant nationalities	Saudi Arabian, Swiss, Emirati, Japanese	Swiss, Thai, Spanish, Italian, Turkish
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	69	116

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	12	24
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT 10–19 hours a week	6	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	10	
Total number of support staff	7	

Academic manager qualifications profile

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

No teaching was scheduled for academic managers during the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	12
TEFLI qualification	0
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	12
Comments	
None.	

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers the following courses: General English including preparation for external General English examinations and IELTS, and an International Academic Year Programme.

All courses have the same structure. Students can choose to study 15, 18 or 21 hours per week. The Main programme is 15 hours per week, the Intensive programme is 18 hours per week and the Extra Intensive programme is 21 hours per week.

Students choosing 15 hours per week focus on the core subject (General English, Exam Preparation etc.). Students studying 18 or 21 hours per week can select additional lessons from the Options Programme. These may include: Practice in preparation for external general English exams or IELTS; Speaking, Pronunciation and Listening; Reading, Writing and Vocabulary; English for Business; English for Travel and Tourism; English for Job-hunting; Media, Music and Film; Academic English and Skills; Writing Skills etc.

All courses are for students aged 16+.

The school also arranges courses for groups, which are either closed or join the Main programme. Specialised courses are designed on demand.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	59	8
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	4	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	22	0
Overall totals adults/under 18s	85	8
Overall total adults + under 18s	93	

Introduction

BEET was established in 1979 by the chairman of the board and the school moved to its current premises in 1980. ITTC was acquired in 2001 and runs teacher training courses leading to certificate- and diploma-level qualifications. Many of the school's staff have been trained on these courses.

Since the last inspection the chairman of the board has decided to take more of a background role and the director of studies (DoS) took on the role of principal in May 2016. One of the assistant directors of studies (ADoS) became the DoS, while the other continued in the same role as before.

The inspection took place over two full days. Interviews were held with the chairman of the board, the principal, the DoS, the ADoS, the teaching resources co-ordinator, the office manager, the accommodation and welfare manager, the marketing executives, the registrar and the site manager. Separate focus groups were held with 18+ and 16 and 17 year-old students. 12 teachers were observed and one inspector visited three homestays and a student house.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 There is a very clear structure of management in the school, and arrangements are in place to maintain continuity at all times. Administrative procedures of key departments are all explicitly described in case of staff absence. In addition, there is a separate organogram for the reception team to indicate who reports to whom and who can cover each role.

M3 Staff, including the chairman of the board, all have job descriptions and separate areas of responsibility are described clearly. Job descriptions are reviewed annually in professional development reviews (PDRs).

M4 There is a range of formal and informal meetings, which ensure good communication in the school. This includes a daily meeting for the administrative team and a monthly whole staff meeting. Minutes of more formal meetings were noted on file and are emailed to all participants. Staff handbooks are detailed and communicate a wide range of essential information. Homestay hosts are invited to the school at least twice a year for briefings on safety and child protection. All staff are very positive about the effectiveness of the communication at the school.

M5 There is an extensive employee handbook which provides clear guidelines on the school's human resource policies. A selection of these policies is regularly reviewed by staff at full staff meetings to ensure they are well known and up to date. The school has in addition sought the expertise of external consultants to ensure that all human resources documentation and procedures are legally compliant.

M7 Staff receive a thorough induction, which is supported by the completion of checklists to ensure that all areas are covered. New teachers are assigned a senior teacher as a mentor, who works with them during the first weeks

of their employment to help with questions regarding planning, resources and academic administration.

M8 There is a detailed appraisal policy in place and completed appraisal forms were seen on file. Staff confirmed that they had been appraised. Staff's performance is formally evaluated and they are given targets for the following year. Evaluations are linked to job description responsibilities, individual performance and feedback from students. Procedures for dealing with unsatisfactory performance and capability issues are dealt with very clearly in the employee handbook.

M9 There is a continuing professional development (CPD) policy and individual staff members' achievements in this area form part of their own PDR. There is a commitment on the part of the school to encourage employees to learn new skills in light of developments in their respective fields. Appropriate funding is provided. As well as fortnightly in-service training sessions for teachers, attendance is encouraged at external events organised by the local teachers' association and national organisations. Staff salary enhancements may be linked to evidence of on-going professional development initiatives.

Student administration

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

Comments

M10 Students commented very positively on the helpfulness and friendliness of the staff. This was also confirmed by data noted in online student surveys. Part of the school's mission is to focus on the needs of the individual student and there was clear evidence that this was taking place. The wide experience of the administrative team provides the necessary flexibility to handle the volume of work very effectively. A shared office space in reception means that staff are familiar with colleagues' jobs.

M11 The majority of courses are booked by overseas educational tour operators who know the school well and offer mother tongue support as required. Visits and familiarisation trips ensure that their knowledge of course programmes is up to date. Academic management staff are always available to handle any enquiries which cannot be managed by marketing or student services staff.

M13 All student emergency contact information, email addresses and telephone numbers are collected on the first day and entered into the school database. Missing data is followed up by the office manager who asks the student to come to reception. Student records store all the required information, including notes about English language competence of named emergency contacts. This is available 24 hours a day to staff providing emergency cover via remote access. Students are routinely reminded during their stay to keep this information up to date.

M14 Attendance is monitored systematically and records are entered into the database. Absence of under 18s is followed up immediately. Lack of student compliance in this area may mean that course reports and certificates are not provided. Database records identify any students who are attending poorly and appropriate warnings are sent out. Completed examples were noted on file. In addition, students are warned about the consequences of poor attendance during their induction.

Quality assurance

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

Comments

M17 All systems and processes are continuously monitored by managers. Notes and actions taken are recorded in a 'quality log' spreadsheet. In addition, the principal produces a strategic report for the board each year, which analyses the performance of all departments and provides targets for the improvement of services. There was evidence that these procedures have led to improvements that benefit both staff and students.

M18 Students complete a feedback questionnaire early in their course and one when they have finished. These are monitored immediately by managers with action being taken and recorded as appropriate. Aggregate questionnaire scores are compared with previous results each quarter and a digest is sent to all members of staff together with student comments. Action points are recorded for each digest and logged, indicating what changes have been implemented. There are ad hoc face-to-face student focus groups with written summaries made available to all concerned. Class representatives are also canvassed for their opinion. Feedback is noted on staff files where relevant.

M19 Staff are asked for informal feedback during meetings. In addition, they complete online surveys every year. These surveys are analysed and summarised in a systematic way. Appropriate action is taken and recorded.

M20 Students are given a clear complaints procedure, written in accessible English. This is communicated via a variety of media, including during the welcome induction. It also provides guidelines on obtaining an independent opinion from English UK if required. All complaints are dealt with systematically and logged appropriately.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The school's publicity consists of a brochure and a website.

M21 The school has a policy of not using English above B1 level in its publicity. The balance of text and visuals, together with the use of summaries of key points, is very effective and promotes accessibility.

M22 Claims about the provision are sometimes exaggerated. Statements are not always based on independent and objectively verifiable evidence.

M24 Information on courses is generally accurate and easy to find. However, the information given on maximum class size and minimum age is not clear. Publicity states that class sizes may rise from 12-14 in the summer months but the specification of the dates and circumstances when this may happen is not consistent.

M25 Although the school trains students for IELTS, the related examination fee is not listed.

M29 There are some selective references to the previous inspection report.

Management summary

The provision meets the section standard and exceeds it in some respects. The management and administration systems operate to the benefit of students and staff. Communications work very well. There are arrangements for the monitoring and professional development of staff. The general administration of students is effective and efficient. There are detailed procedures in place to monitor the quality of the services offered. However, some aspects of publicity need attention. *Staff management*, *Student administration* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments					
R2 Met but the exterior of the main building is in need of some maintenance.					
R4 There is a large and comfortable canteen where students and staff can relax during breaks. The food in the canteen is mainly cooked on the premises. Prices are reasonable and students are very positive about the service and welcome they receive from the canteen's staff.					
R5 Clear and professionally presented signage assists students in finding their way around. Classrooms and common areas have a range of attractive board displays, which provide appropriate educational, cultural and administrative information. Photographs of staff are presented in a stylish and helpful way.					
R6 Teachers all have their own work station in two staffrooms and sufficient room for storage of personal belongings. The main administrative team share the large reception area but other rooms are available for private meetings as required.					

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 The courses are delivered through modern coursebooks which are provided free of charge. The option classes use photocopies and resource packs.

R8 There is a good stock of up-to-date supplementary materials and resources for teachers, which are accessible and organised by content. Teachers also have access to the extensive ITTC teacher training resources. The materials are monitored by the teaching resources co-ordinator (TRC) and the DoS and replenished as needed. In-house materials are created by the TRC and stored and filed appropriately. Teachers are able to supplement published interactive whiteboard (IWB) classware with the production of their own 'flip-charts.' Facilities for the production and reproduction of materials are readily available.

R9 All classrooms have an IWB and a digital projector. Extensive training for teachers is provided and all equipment is maintained by the educational technology co-ordinator. There was evidence that these facilities are used very effectively. There are two large student computer rooms and all students are trained in the use of BEET Online, a guided e-learning facility. Students reported that the free Wi-Fi was reliable and effective.

R10 Self-access facilities are available in the computer rooms. As well as BEET online, there is a range of DVDs which students may use. There is, in addition, a well-stocked library and a member of staff is available every day from 1230–1500 to offer advice and assistance in the use of the available resources or with students' English studies.

R11 Students are informed about self-access facilities at their induction. Training in using BEET Online is provided when students are taken into the self-access room on a weekly basis. In addition, teachers set homework tasks, which require students to access the online facility.

R12 Teachers are asked to provide feedback on the materials they use on a continuing basis and make recommendations for further acquisitions. Students are also asked to review the resources they have used in feedback questionnaires. Some of the in-house option class materials have recently been rewritten to include more topics of student interest and greater linguistic authenticity. Teachers rate coursebooks as part of the annual teachers' survey, and decisions about resources are made as part of end-of-year academic reviews. Teachers reported that requests for purchasing of additional materials were always met sympathetically.

Resources and environment summary

The provision meets the section standard and exceeds it in several respects. The general environment of the centre supports the studies of students and the work of staff and enhances the learning experience. There are sufficient and appropriate teaching and learning resources. Students and teachers have effective access to up-to-date technology, self-access facilities and receive appropriate training and support. Resources are reviewed and developed in a systematic way. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T2 The teachers' academic profile is very good with all teachers being TEFLQ.

T4 Both academic managers are TEFLQ and have very appropriate experience to provide effective leadership for the teaching section.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 As most teachers are very experienced they can be deployed across a wide range of courses. The DoS ensures staff teach a number of different levels at any one time, in order to encourage adaptability across a selection of different groups of learners.

T7 Students receive a visual timetable generated by mail merge from the student database on their first day, which shows the place and time of all classes, opening times of facilities, and their results on the placement test. Teachers receive a timetable via email the week before, in addition to paper copies posted in staffrooms. Teachers reported that timetables were received in good time and always included useful information and reminders. When large groups are in the school, staggered timetables are used to ease pressure on services like the canteen and reception during breaks. During peak periods, a zig-zag timetable is used effectively to optimise the use of classrooms available.

T8 When teachers are absent they are replaced by staff who are suitably qualified to teach the class they are covering. If the class needs a specialised teacher because the absence is for more than a few lessons, an academic manager covers the class. Sampled handover notes were comprehensive and detailed.

T9 There are effective procedures for managing continuous enrolment. If students are unable to join courses on the preferred start dates, teachers collect students and accompany them into class. This allows students to feel welcomed even before they join the group. Teachers use a range of techniques to help new students integrate academically and socially, and the class representative can be called on to orientate new students after lessons.

T10 There are formalised arrangements to ensure appropriate guidance and support for teachers. These include two in-service training sessions a month when teachers may also be asked to lead a session. Training is also organised by ITTC staff, which is open to teachers. Teachers can also elect to attend external training courses and report back to their colleagues. Teachers confirmed that the academic management team was always available to provide assistance and support as required.

T11 Permanent teachers are observed once a year followed by a 30-minute face-to-face feedback session. They are formally graded. Ratings may be linked to subsequent professional development initiatives. Spot checks also take place when shorter observations are used to obtain a snapshot of the teaching at the school. Peer observations are encouraged and teachers are supported when these are undertaken. Staff reported they found the face-to-face discussion of their own teaching with the academic team to be very useful. Completed lesson observation notes were seen on file. They also included suggestions for action planning to improve and develop teaching.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The aims of the courses are clearly stated and there are simplified syllabuses at each level focusing on the Common European Framework of Reference (CEFR) 'can-do' statements. Teachers note when these objectives have been achieved in the class file. The use of recently published coursebooks ensures that materials and classroom methodology are up to date. Teachers are provided with written guidelines to ensure appropriate coverage of content within the term. Teachers have some flexibility in the way they use and supplement the coursebooks and can make choices about additional inputs used, as long as these meet the needs and interests of the students. There are course designs for option classes, which are supported by materials produced in-house.

T13 The school's policy is to monitor the design of courses as they are delivered. Teachers are asked to check with students whether the course is meeting their aims and needs on a continuing basis. Tutorials are also used to gauge students' reactions and needs. All courses have a more formal review every two to three years by academic managers and teachers.

T14 Teachers note down the planned content of each week's work and display these summaries in the classroom. These do not specifically include learning outcomes, although students are aware of the CEFR 'can do' statements linked to the level they are studying at. Students also are issued with a coursebook, which provides an overall shape to the course design. Teachers adopt a conventional linear pathway through the materials, which allows students to preview and review the course content.

T15 There is a systematic and effective approach to the development of study and learning strategies that support independent learning. Students are trained to use the self-access e-learning facilities and identify their learning needs. Training in study and learning strategies are included in the coursebooks used and form part of the overall course objectives. The use of the e-learning platform is integrated into the course design with teachers providing both training and homework tasks. Students are able to use the facilities for one year after their enrolment.

T16 The teacher's handbook formally recommends that teachers encourage students to discuss their experiences of living in the UK. In addition, there are some homework tasks, which require interaction with homestay hosts and monitoring the use of English outside the classroom. The social programme includes a number of lectures and activities linked to British culture while links in BEET Online encourage interaction with broadcast and print media. Students are encouraged to describe their experiences of Bournemouth in the student newspaper and the school promotes contact with native speakers in a variety of structured ways.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T17 Students sit a written test and take part in a structured oral interview to establish their language level within the CEFR. Results are given to students when they receive their first timetable. The CEFR framework is used throughout the course to monitor progress. Students reported that this procedure was effective and that they had been placed in the correct level. This was confirmed by school's own records, which have systematically monitored the efficacy of the placement process.

T18 A high degree of feedback against the CEFR levels is provided to students as they progress through their course. They are given progress tests during weeks four and eight, and in the last week of the course (week 10) there is a final proficiency test. Students are given the opportunity for promotion to a higher level after the

completion of these tests. After an initial counselling and feedback session in week one, students' progress and feedback are recorded through a tutorial every four weeks, starting in week five of their course. The ADoS also conducts study plan interviews with long-stay students or with those who need support. In addition, he counsels those who are seeking either a level or programme change before the end of the course.

T19 Students wishing to sit an external general English examination are all given a formal diagnostic test, which identifies the most appropriate exam for their current level of English. Information about the main exams is posted on the academic noticeboard, and advice is provided by the academic managers.

T21 End-of-course certificates are given to all departing students who have had good attendance and level completion certificates are issued when students are promoted. Progress reports are written by the main class teachers when a request has been made. Course completion certificates contain the CEFR description of the level of proficiency achieved in all language skills and individualised notes on students' progress and achievement.

Classroom observation record

Number of teachers seen	12
Number of observations	12
Parts of programme(s) observed	All advertised programmes were observed.
Comments	None.

Classroom observation

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

Comments

T23 Many teachers showed very good knowledge of the linguistic systems of English and skill in demonstrating this to students. They provided accurate and appropriate models of both spoken and written English.

T24 The content of the lessons was very appropriate for the overall course objectives. Teachers knew their students well and were sensitive to their learning needs and cultural backgrounds. This was recorded in detailed background notes on individual students and was evident in teachers' general classroom approach.

T25 There was detailed lesson planning and learning outcomes were made known to students. There was a clear logical progression through the segments observed and teachers were careful to signpost the different phases of the lesson and course overall. Course coherence was underlined with references to previous lessons and future activities, and timing and pacing were always appropriate.

T26 A range of appropriate teaching and learning techniques was used to achieve the course objectives. All teachers promoted student engagement through elicitation and the most successful teaching used techniques to encourage student interaction and the personalised use of new language. Mingling, matching and information gap activities promoted a lively and dynamic atmosphere.

T27 A range of resources was used to facilitate learning. IWBs were used to good effect with layout and colour being used effectively to highlight linguistic systems. Teachers used pre-prepared IWB charts to add visual interest and bring the coursebook pages to life. However, a greater use of print and online reference resources would have encouraged students to explore linguistic systems in more detail.

T28 Some effective correction of errors was noted, including prompted self and peer correction. Teachers noted down student errors on the IWB and asked for corrections. However, in general there was insufficient feedback on inaccurate pronunciation, and some exam students would have benefited from having their mock oral exams being recorded for analysis and improvement.

T29 Teachers used appropriate concept questions, linguistic exercises and revision to evaluate whether learning was taking pace. However, teachers did not always monitor whether students could use new language in contexts additional to the original teaching input.

T30 Teachers had an engaging and authoritative classroom presence and there was always a positive and good-humoured atmosphere. Instructions were clear and checked. Many teachers effectively managed the grouping and re-grouping of students to promote interaction and learning. However, one or two segments were over-directed by the teacher, when students could have contributed more. Some group work was less successful because students had been insufficiently prepared for the task.

Classroom observation summary

The teaching observed met the requirements of the Scheme. Teaching ranged from good to very good. Overall the teaching was very good. Teachers displayed a very good knowledge of English and presented appropriate models for students to follow. Lessons were well planned to meet the needs of students and the course objectives and classroom activities were coherent and purposeful. Techniques were varied and appropriate, with a number of suitable resources being used to enhance learning. However, there was insufficient correction of pronunciation mistakes to help students and to promote learning. Teachers had an excellent presence in the classroom and managed their classes well.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. All the teachers are very well qualified and courses are well designed to meet the needs of students. Students' progress is carefully monitored and programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management and Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 There is good provision overall for the safety and security of students on school premises. The premises risk assessment is up to date and is reviewed regularly, first aid provision is good and regular fire drills are carried out, and recorded. Front access to the school premises is controlled: visitors pass through the staffed reception. Rear access to the building is through the school car park and is unsecured but is monitored by CCTV in the finance office. After the inspection, the inspectors were informed that in future only rear doors in full public view will be unlocked during the school day.

W2 Provision for pastoral care is very good. School staff know all the students well and prioritise their well being. The welfare team is introduced at induction and all are approachable and easily accessible. After induction the majority of students are taken on a tour of the town. Needs for religious observance are met by making a room available for prayer and excusing students from their option class to attend a place of worship. Pastoral issues are also monitored in the monthly tutorials and homestay hosts are encouraged to be aware of their students' potential needs. Students in the focus groups commented positively on the helpfulness of school staff.

W4 The school has very clear policies on bullying and abusive behaviour and these are explained in the staff handbook. The school rules in the student handbook also state the policy clearly but do not show the procedure to follow if a student feels that he or she has been subjected to abusive behaviour. A policy related to the Prevent strategy is in place and training for all staff has been completed; information is given to homestay hosts as part of the homestay agreement and the main carer is required to sign that they have read and understood it.

W5 All students are issued a student card with the 24-hour emergency contact number, which is held by a member of staff who used to be part of the accommodation team.

W7 Information is made available to students in pre-arrival documentation and in the student guide, in the under-18s handbook and is reinforced at students' induction. Advice on personal safety and care of valuables is given on a

noticeboard in the canteen.

W8 Students are informed about their rights in the student guide and at induction. A letter is issued to students studying more than six months with regard to full access to NHS treatment. Homestay hosts are informed of what is required in the homestay handbook.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers accommodation in homestays (including 'executive homestays') and private homes and in self-catering student houses. All but a very few are conveniently located within twenty minutes' walking distance from the school. The school owns four typical family houses, which have been converted for student use as student houses. In the summer the school offers additional accommodation in self-catering, en-suite apartments. One inspector visited three homestays and a student house.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 All the required facilities, which are specified in the school's comprehensive homestay handbook, were provided in the homes visited. Wi-Fi access was available throughout the house and washing was done by the hosts. The standard of bedroom accommodation ranged from good to outstanding and all the hosts were very friendly and welcoming and showed great loyalty to the school. The student house visited was well decorated, well furnished and spotlessly clean. Students in the focus groups appreciated their hosts and were very satisfied with their accommodation in student houses.

W11 The school has around 220 active hosts and all have been re-inspected within two years. The school is aiming to reduce the re-inspection time to 18 months.

W14 In their first week, students are given a tick-box form which serves as a quick check on initial satisfaction with their accommodation. At the start of their second week, students fill in an accommodation questionnaire and the information provided is followed up by the accommodation office as appropriate.

W15 All diet requests are highlighted on the enrolment forms and are mentioned to the homestay family at the time of booking. The hosts visited showed good awareness of the need to provide healthy and varied food. Students in the focus groups were very happy with the meals provided.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W16 This requirement, along with others in this section, is specified in the homestay handbook. The hosts visited were aware of the requirements.

W17 The comprehensive and up-to-date homestay handbook is explained to all hosts by the accommodation officer and the rules, terms and conditions are confirmed with every new booking. Further information, including advice on

cultural issues, is provided during occasional homestay evening events.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 Communal areas in each of the student houses are cleaned twice weekly.

W23 The accommodation officer goes through an induction with all students going into student houses. Health information is sent out in a pre-arrival information document and is available on noticeboards.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W24 A help and advice leaflet warns students about the potential pitfalls in seeking their own accommodation and the accommodation officers assist students with contracts and dealing with landlords as needed.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Students have access to information about social, cultural and sporting events in the town through the teachers, on noticeboards and on handouts.

W27 Students benefit from the provision of a social programme, organised and run by the teachers, which offers them a wide range of social, cultural and educational activities, for example, talks given by members of the teaching staff, quizzes, ukulele lessons and table tennis competitions. The social organiser, who also teaches, has produced excellent background notes for the destinations on the excursion programme. The social and excursion programmes are well attended and students in the focus groups appreciated them.

W28 Risk assessments are thorough and updated based on feedback from the teachers involved. They are also reviewed annually.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security and pastoral care, information and leisure activities are well met. The accommodation provided is suitable and the management of the accommodation system is efficient and works well to the benefit of the students.

Accommodation and Leisure opportunities are areas of strength.

Care of under 18s

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

C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school enrolls students aged 16 and 17 on its adult courses. Of the 93 students enrolled at the time of the inspection, eight were aged 16 or 17.

C1 The school has a clear and mainly comprehensive safeguarding policy in place, which is reviewed at least twice a year. Expert input has been provided. The accommodation officer is the designated safeguarding lead (DSL) and is responsible for its implementation and the DoS is her deputy (DDSL). However, the written policy is insufficiently explicit about the school's safer recruitment procedures, including measures taken for a member of staff whose DBS clearance has not yet come through.

C2 The safeguarding policy is given to all staff, homestay hosts and group leaders and they are required to sign that they read and understood it. All staff receive face-to-face basic awareness safeguarding training. The DSL and the DDSL are trained to specialist level and eight members of staff have completed advanced level training. Staff receive further briefing from the DSL at staff meetings. Visitors are asked to read the information leaflet at reception when they arrive, informing them of the fact that under-18s are in the building and that everyone has a duty of care. Students' attention is drawn to safeguarding issues at induction, reminding them that there is a shared responsibility to ensure the safety of younger students.

C3 There is a separate section on the website devoted to providing information for parents about the level of care that 16 and 17 year olds may expect. This information is also in the under-18 handbook, downloadable from the school website.

C4 All staff and those hosts accepting under 18s are DBS checked. These checks are paid for by the school if necessary. Other members of the household are covered by a home-based position check and currently over twenty homestays have received individual checks on all members of the household paid for by the school. The aim is for this to be extended to all homestays offering accommodation to under 18s.

C5 Staff accompanying social activities are informed when 16 and 17 year-olds participate and so are able to pay particular attention to their safety. The programme is designed so that almost all activities are suitable for all students.

C6 There is clear and useful information on the website for parents and guardians of under 18s. Rules are made clear to students at induction, in the under-18s handbook and during their weekly meeting with the safeguarding officer. Homestay hosts are informed about the curfew times for under 18s and reminded about their supervision responsibilities in the homestay handbook and at evening events for the hosts. Parental consent forms relating to unsupervised time outside scheduled activities are on file.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. With the exception of one area of safer recruitment, the school safeguarding policy is comprehensive and staff training is well established. School staff and hosts are aware of their responsibilities towards under 18s.