

Organisation name	Bright School of English, Bournemouth
Inspection date	17–18 September 2024

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 safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
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 with a spot check of the new premises once the move has taken place.

Summary statement

The British Council inspected and accredited Bright School of English in September 2024. 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).

This private language school offers general English for adults (18+) and young people (16+) and for closed groups of young people (16+) on school premises.

Strengths were noted in the area of teaching.

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

Introduction

The owner/director founded the school in 2010 and took over the lease of the premises, renewable on an annual basis, at that time. A move to new premises was planned for the month following the inspection. The director continues to manage the day-to-day running of the school assisted by the office manager.

The inspection lasted one and a half days with two inspectors. Meetings were held with the director, the director of studies and the office manager. Four focus group meetings were held, one with teachers, one with students aged under 18, one with group leaders and one with adult students. All teachers timetabled during the inspection were observed. One inspector visited two homestays remotely.

Address of main site/head office

214 Old Christchurch Road, Bournemouth BH1 1PE

Description of sites visited/observed

The school is located in the centre of Bournemouth. The entrance from a side street opens onto a staircase which leads up to the first floor where there is a large open plan office and reception. There are four classrooms, four toilets (one exclusively for staff use) and a smaller classroom suitable for one-to-one tuition, a student relaxation area and a teachers' room where resources are kept.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<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

Most students follow a 15-hour general English course with the option to add an additional six hours per week. One-to-one tuition is offered on demand. The school also offers closed group courses for 16–18 year-olds.

Management profile

The owner director is responsible for the day-to-day running of the school. The school has a full-time academic manager. The director is assisted by the office manager, who manages the accommodation.

Accommodation profile

Accommodation for adults and students under 18 is arranged by the school in homestays, all within an easy walk or bus ride from the school.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals and values, and their publicity. The structure of the organisation is clear, communication is very good and student administration is carried out efficiently and effectively. However, future objectives are not clear and effective reviewing processes are not systematically followed.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable, pleasant 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 students and staff where needed. However, the premises' risk assessment is inadequate and there are no recorded fire drills.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context. Course design and learner management are effective. Teachers receive very good support, and overall the courses are managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

Welfare and student services

The provision meets the section standard. 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.

Safeguarding under 18s

The provision meets the section standard. 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.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Not 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.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Not met

Comments

M2 The school's plans for the future are short term only and do not include explicit objectives for the longer term.
M4 Communication, both formal and informal, is frequent, effective and entirely appropriate for the context. Staff are fully informed and engaged.
M7 Apart from the self-evaluation prepared for the inspection there was no evidence of mechanisms to review and self-evaluate the school's systems.

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 ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met

M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met
Comments	
All criteria in this area are fully met.	

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Met
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met
Comments	

M14 All staff were seen to be helpful, attentive and courteous. This was confirmed by the comments of students and group leaders in the focus group meetings.
M19 The conditions under which a student may be asked to leave the course are comprehensively and clearly stated in handbooks, the induction and on noticeboards. The steps that would be taken are also clearly described.

Publicity	Met
M21 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
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	

Publicity comprises a website and a printed brochure; the website is the main form of publicity. The provider also has a social media presence.

M22 The website is easy to navigate, attractive, written in accessible language and translated into multiple languages.
M23 Key information on when extra classes take place is not given.

Premises and resources

Premises and facilities	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Met

P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments

P1 The school's risk assessment does not adequately address any potential risks of the open side entrance to the street. There is no record of fire drills.

Learning resources

	Met
P7 There are sufficient learning resources for classroom use 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 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

All criteria in this area are fully met.

Teaching and learning

Academic staff profile

	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

Comments

The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile. The academic staff team has a professional profile (qualifications and experience) that is appropriate to the school's context.

Academic management

	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Not met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met

Comments
T6 There is insufficient practical guidance for teachers on how to best manage continuous enrolment. T8 Teachers benefit from both day-to-day support and a regular timetabled weekly meeting with the academic manager where teaching strategies are discussed. New and less experienced teachers are paired with more competent colleagues who act as mentors.

Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

Comments
All criteria in this area are fully met.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments
All criteria in this area are fully met.

Classroom observation record

Number of teachers seen	4
Number of observations	4
Parts of programme(s) observed	General English

Comments
All three teachers working during the week of the inspection and the academic manager were observed

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Strength
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments

T19 Teachers produced clear, repeated and accurate models of connected speech and individual words. Excellent, spontaneous use was made of the phonemic chart.

T20 Lesson content was appropriate to the student profile and needs, and to the course objectives. Appropriate attention was paid to students' pace of learning in both class profiles and in lesson content. The activity types seen reflected the age and interests of the students.

T21 Learning outcomes were described on the board in all lessons and in stronger lessons talked through with students at the start of the lesson. Activities were sequenced well.

T22 A wide range of techniques was observed including the fluent use of elicitation, mime, drilling and concept checking. Instructions were clearly and effectively given and checked.

T23 Teachers employed technology confidently and effectively and encouraged students' participation in its use. Well planned and executed students' movement around classrooms created a lively, dynamic environment.

T24 Student errors were generally noticed and corrected. Feedback techniques in the stronger segments were used very competently.

T25 A range of exercises and activities were observed to assess whether learning had taken place including attentive monitoring and controlled practice of target language.

T26 Teachers were professional, friendly and warm and made very good efforts to motivate the students by creating pacy, interesting lessons. There was good use of team work to foster an appropriately competitive spirit.

Welfare and student services

Care of students	Met
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W2 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.	Strength
W3 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
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met

Comments

W1 There is a comprehensive plan to respond to any emergency, but relevant elements, particularly regarding off-site activities and free time, are not made clear to staff, group leaders or students.

W2 Students receive a very good level of pastoral care. All staff, hosts and group leaders are encouraged to be aware of students' potential needs and who to refer issues to. Students reported that they felt very well supported.

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

All the criteria in the above area are fully met.

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All the criteria in the above area are fully met.

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Not met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

W17 Students renting their own accommodation do not receive relevant information about the implications of living in private rented accommodation.

Leisure opportunities	
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

W22 Risk assessments are generic and do not refer to the composition of the group, specific conditions, locations or activities.

Safeguarding under 18s

Safeguarding under 18s	
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	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.	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

There were 14 students aged 16 and 17 in a closed group at the time of the inspection. Generally there are very few students under the age of 18.

S4 There was no checklist followed or a record of responses made of verbal references accepted for one member of staff recruited this year.

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	June 2011
Last full inspection	July 2019
Subsequent checks/visits (if applicable)	February 2020
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	2010
Ownership	Name of company: Bright School of English limited Company number: 07277918
Other accreditation/inspection	N/a
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	None
Details of any additional sites not in use at the time of the inspection	None

Student profile

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	23	45
Full-time ELT (15+ hours per week) aged 16–17 years	14	4
Full-time ELT (15+ hours per week) aged under 16	0	0
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	37	49
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–30	18–30

Adult programmes: typical length of stay	8 weeks	4 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Spanish, Italian, Brazilian	Saudi Arabian, Spanish, Italian, Brazilian
Junior programmes: advertised minimum age	16	16
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	1 week	2 weeks
Junior programmes: predominant nationalities	Italian, Spanish	Spanish, Saudi Arabian

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	4	4
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	1	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	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/profile	1
TEFLI qualification	3
A TEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	0
Total	4
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	20	14
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0

<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	3	0
Overall totals adults/under 18s	23	14
Overall total adults + under 18s		37

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in P1, W1, W22 and S4 have been addressed.

Points to be addressed

[This section will be sent to the provider for action planning but removed before the publication of the report]

Points which must be addressed within three months

Premises and resources

P1 The school's risk assessment does not adequately address any potential risks of the open side entrance to the street. There is no record of fire drills.

Welfare and student services

W1 Relevant elements of the emergency plan, particularly in regard to offsite activities and free time, are not made clear to staff, group leaders or students.

W22 Risk assessments are generic and do not refer to the composition of the group, specific conditions, locations or activities.

Safeguarding under 18s

S4 There was no checklist followed or a record of responses made of verbal references accepted for one member of staff recruited this year.

Other points to be addressed

Management

M2 The school's plans for the future are short term only and do not include explicit objectives for the longer term.

M7 There is no evidence of mechanisms to review and self-evaluate the school's systems.

M23 Key information on when extra classes take place is not given.

Teaching and learning

T6 There is insufficient practical guidance for teachers on how to best manage continuous enrolment.

Welfare and student services

W17 Students renting their own accommodation do not receive relevant information about the implications of living in private rented accommodation.

Action plan

It is a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted within six months of the date of the committee meeting at which the report was considered. Therefore, your action plan must be sent to the Accreditation Unit by 23 April 2025. However, action on any points to be addressed with a specific earlier deadline must still be submitted by the deadline given in the results letter.

Once submitted the Action plan should be kept up to date (but not submitted unless requested) ready to be assessed in the year following inspection and at any subsequent spot check or interim inspection.