

Organisation name	EF Bournemouth
Inspection date	20–21 March 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.

Summary statement

The British Council inspected and accredited EF Bournemouth in March 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 large private language school offers courses in general English for adults (18+) and young people (16+) and vacation courses for under 18s.

Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, care of students, leisure opportunities, and safeguarding under 18s.

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

Introduction

EF Bournemouth is part of the EF Education First group, which was established in 1965 and has its headquarters in Switzerland. In the UK, there are schools in Bournemouth, Brighton, Bristol, Eastbourne (summer courses only), London, Manchester, Oxford, and Cambridge. A central management team monitors and provides support to the UK schools with centralised policies and systems which are applied across the UK centres.

Courses for adults and groups of 12–17 year olds ('supervised groups') run year round in the main school. During the summer, the vacation ('supervised') courses for under 18s are run at a separate centre about a 25-minute walk from the main school. There were two supervised groups at the time of the inspection.

The inspection took two days and an evening. Meetings were held with the school director, the director of studies (DoS), the assistant DoS, the supervised course centre manager, the customer support manager, the residence manager/ IT and facilities coordinator, the homestay manager, the activities manager, and the activities coordinator. Focus group meetings were held with teachers, adult students, supervised students, group leaders, and activity leaders. The residence was visited in person and three homestays were visited remotely with video calls. All teachers timetabled to teach during the inspection were observed.

Address of main site/head office

11 Poole Road, Bournemouth BH2 5QR

Description of sites visited

The main school is located in a property near the centre of Bournemouth owned by EF. The school has three floors comprising a reception area and adjacent cafeteria, seventeen classrooms, a quiet study room, a large student lounge area, an intake room (which can be converted into two classrooms), a staffroom, staff kitchen and staff patio area, offices, a medical/prayer room, and a very large patio and garden area. The garden is undergoing renovation and landscaping throughout March 2024. There are female and male toilet facilities on all floors.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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

The school offers general English courses year-round of either 17 hours or 21 hours per week for adults and young people aged 16+. A programme of 13 hours per week is available in the summer only. Courses are a mix of general English lessons, special interest lessons (SPINs), online project sessions and a weekly online lecture.

English courses for supervised students aged 12–17 years are also available throughout the year but primarily from June to August.

Management profile

The year-round school is managed by the school director. The DoS oversees the English programmes with support from the ADoS and a senior teacher. Other managers are responsible for managing the other departments in the school.

The school director oversees the management of the supervised summer centre, which runs independently from the year-round school with its own managers and staff. It is managed on a day-to-day basis by an operations

manager, supported by an academic manager, homestay coordinator, customer support manager, activities manager and residence coordinator.

Accommodation profile

Homestay accommodation is offered in single, twin or three-bedded rooms. The school has exclusive use of a self-catering residence that is within walking distance from the school. Rooms are single, twin or multi-bedded, up to a maximum of four. Accommodation in four additional exclusive residences is planned in the peak summer months. Adult students can also book single rooms in a self-catering private home (homeshare), but on arrival only.

Summary of inspection findings

Management

The management of the provision operates strongly to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity. The provision meets the section standard and exceeds it in some respects. *Strategic and quality management, Staff management and Student administration* are areas of strength.

Premises and resources

The premises provide students and staff with a safe and very comfortable and professional environment for work and relaxation. A wide range of learning resources is available, appropriate to the age and needs of the students and with good guidance for staff and students. The provision meets the section standard and exceeds it in some respects. *Premises and facilities and Learning resources* are areas of strength.

Teaching and learning

The academic staff team has a professional profile (qualifications, experience and continuing professional development) clearly appropriate to the context. Teachers receive strong guidance to ensure that they support students effectively in their learning. Courses are well structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. The provision meets the section standard and exceeds it in some respects. *Academic staff profile, Academic management, Course design, and Learner management* are areas of strength.

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 very well-organised out-of-class activities and suitable accommodation, and welfare is a priority. The provision meets the section standard and exceeds it in some respects. *Care of students and Leisure opportunities* are areas of strength.

Safeguarding under 18s

There is appropriate and fully comprehensive provision for the safeguarding of students under the age of 18 within the organisation. Procedures are clear and robust and encompass accommodation and leisure activities. The provision meets the section standard and exceeds it in some respects. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
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.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength

M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 EF's mission and vision underpin the work of the organisation, its goals and values are made explicit and are evident throughout the provision. The core values are well-documented, widely displayed and are a point of reference for planning and communication.

M2 Objectives for the future are very clear. The school's annual *Road Map*, designed in consultation with the wider school team, adapts the central global focus areas within a local context and lays out plans for the coming year. The *Road Map* is then reviewed throughout the year and adjusted if required.

M3 The structures of both year-round and summer school operations are clear and well-communicated. The structure is reinforced within the school through a welcome gallery with staff photographs and information. Levels of staffing and cover arrangements are varied appropriately according to the different types of provision. Continuity and succession planning is intrinsic to the way the school recruits and organises its staffing.

M4 Communication is very effective; good use is made of a range of both formal and informal channels, including regular and well-attended meetings, and staff are well informed and engaged.

M5 Comprehensive feedback from students is gained through regular formal mechanisms, as well as student councils, which are held regularly, and tutorials. Feedback is analysed to drive improvements in services as well as for marketing purposes, and students are kept informed of changes that have been made as a result of their feedback.

M6 Staff have various effective ways to give feedback. The appraisal process provides formal opportunities for staff feedback. Staff meetings and anonymous annual feedback are additional sources of staff feedback. Staff generally felt that they had a voice and that their views were valued. Recorded review meetings with feedback keep staff well-informed.

M7 The organisation engages in a comprehensive and regular quality review cycle, drawing on a range of sources, including feedback from staff, students, and group leaders as well as cross-company and external review.

Staff management and development	Area of strength
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.	Strength
M11 There are effective induction procedures for all staff.	Strength
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.	Strength
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.	Strength

Comments

M10 There are very thorough and effective recruitment and selection procedures. The recruitment policy is supported by comprehensive and well-documented procedures and good records. The results of strategic recruitment are evident in the well-qualified and experienced management, and the creation and development of an appropriate and balanced team.

M11 A thorough and comprehensive paid induction is provided for all, including short-term staff; there is an induction checklist and clear records to indicate completion.

M12 There is a robust and supportive appraisal procedure which is very clearly set out for staff. The review process and procedures for handling unsatisfactory performance are clearly documented.

M13 There are very effective procedures to ensure the CPD of all staff. The induction process includes a range of mandatory training as well as role-specific briefing and input. Appraisals effectively identify development needs and opportunities, and particular care is taken to retain staff through individual paths to development and/or promotion.

Student administration	Area of strength
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.	Strength

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 Customer service levels as defined in EF's Gold Standards are high and feedback is regularly reviewed to ensure customer satisfaction. Comprehensive and appropriate IT, and training and support in its use, ensures that staff are easily able to retrieve and work with student information and records.

M15 Comprehensive pre-course information and communication is available through the central sales and admissions team, within which many languages are spoken.

M19 Rules are made clear through pre-course materials, induction, handbooks, and noticeboards. Community standards are displayed on notice boards around the school. There are effective warning stages and opportunities given for improvement.

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.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	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.	Not 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

M25 Good descriptions of the level of care given to under 18s is provided. However, consent forms, which are designed centrally, are written in very dense, legalese language and although translations may be available, parents sign the English version. The same waiver of responsibility is required for students on both adult and fully supervised courses, under a very complex set of conditions as stated in the form.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Strength
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.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments

P1 Very thorough safety and security measures are in place. Routine and regular checks ensure the comprehensive risks assessments are kept up to date. An external supplier undertakes a fire risk assessment annually, and fire drills are carried out every six weeks. All staff have health and safety training included in inductions and further training is given to those with specific roles. Appropriate information is given to visitors.

P2 Premises are in an excellent state of repair, very clean and well-maintained. There is ample space for students outside class time, including the complete redesign and renovation of the large outside area.

P4 Students have the use of a large common room, which is welcoming and spacious with comfortable seating and appropriate facilities, and the use of the cafeteria and dining area, which is well organised, clean, and attractive.

P5 Signage is very clear and consistent, and branding creates a sense of identity. Noticeboards are informative and up-to-date in appropriate places and include a friendly photoboard of 'who's who' with relevant job descriptions.

Learning resources

Area of strength

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.

Strength

P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.

Strength

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.

Strength

P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.

Strength

Comments

P7 All students receive the core EF materials, including printed coursebooks for both adult and junior courses. Additionally, there are extensive online materials for students to use including 'campus learning' digital resources.

P8 There are extensive resources for teachers including comprehensive teacher manuals to accompany all coursebooks, project lesson plans and additional in-house created materials for SPIN classes. There is a wide range of supplementary material available, and resources are well organised.

P10 The digital campus learning is the main tool for independent learning offered by the school. Students are introduced to the online learning platform during their induction and have access to online learning resources after their departure. Guidance is provided at induction, in class and in tutorials.

P11 Materials are regularly reviewed, and development is ongoing. New editions of coursebooks are currently in use at some levels with other levels being developed for publication in the near future. Teachers' reviews of the new editions are very positive.

Teaching and learning

Academic staff profile

Area of strength

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 academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the organisation's context.

The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile.

Academic management

Area of strength

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.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
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.	Strength
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

T7 Teaching staff receive a thorough academic induction, which begins with pre-arrival information and role-specific briefing. The main induction presentation includes a detailed explanation of the course design and resources for its implementation. Induction includes time to plan lessons with an academic manager.

T8 Arrangements for day-to-day guidance and support for teachers are very effective. Teachers expressed their appreciation of the open-door policy, and new teachers are given designated times to work with an academic manager. There are regular meetings which provide opportunities for teachers to exchange ideas.

T9 Each teacher is regularly observed by a TEFLQ member of the academic management team, and additional pop-in observations are carried out, which inform CPD sessions. Observation reports form the basis of teacher appraisals. Teachers in the focus group were appreciative of the observation process and the feedback, with suggested areas to work on.

Course design and implementation	Area of strength
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.	Strength
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
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

T11 The EF Method (EFEKTA) is based on current language learning theory and research and the course structure is clearly presented at induction and described in documents including the teacher manuals. Study and learning strategies are a core feature of the EF Method.

T12 Helping students develop their language skills outside the classroom is an integral part of the courses. Project work, additional tasks linked to the both adult and junior leisure programmes, lectures, and the SPIN course offer students opportunities to develop these skills and to benefit linguistically from their stay in the UK.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
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.	Met

Comments

T15 Placement procedures are very effective. Students complete a needs analysis and do a listening and reading test pre-arrival. On arrival there is an oral test, and the starting level is reliably linked to CEFR standards.

T16 Regular assessment tests and an end-of-course test are reliably linked to CEFR standards. Progress is tracked and recorded online so that students can access it. Reports, when required, are based on clear evidence and professionally presented.

Classroom observation record

Number of teachers seen	12
Number of observations	12
Parts of programme(s) observed	Adult general and special interest classes including IELTS, and junior course.
Comments	
None.	

Teaching: classroom observation	Met
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.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
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.	Met
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
<p>T19 Teachers generally provided clear models, explanations and examples, appropriate to both level and context.</p> <p>T20 Detailed student profiles showed an awareness of differing needs and backgrounds and how to accommodate these, including strategies to deal with anticipated problems. Plans were generally based on the coursebook, and links were made to previous lessons. Content and activity types reflected the age and preference of students.</p> <p>T21 In most lessons, the content was made known to students at the start of the lesson and links were made to previous lessons. There was a clear link between learning outcomes and the sequence of activities.</p> <p>T22 A broad range of appropriate teaching techniques was used confidently to present and to practise language in an engaging way. These included clear instruction giving and checking, effective and regular concept checking, prompting, and eliciting.</p> <p>T23 Most teachers managed the classroom environment well, and a range of learning resources was effectively used.</p> <p>T24 Teachers were generally encouraging and praised students' work. A range of correction techniques was used effectively and constructively.</p> <p>T25 Opportunities were created in the majority of cases for students to demonstrate their learning, and lessons included appropriate tasks to enable teachers and students to evaluate learning.</p> <p>T26 Teachers were encouraging and energetic and promoted a very positive and inclusive atmosphere. Students were encouraged to listen and respond to others' contributions and were generally actively engaged in a variety of activities throughout the lesson.</p>

Welfare and student services

Care of students	Area of strength
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.	Strength
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.	Strength
W6 Students have access to adequate health care provision.	Met

Comments

W1 The plan is robust, detailed and has been 'road-tested' in a drill involving all staff and students to ensure communication can be made in a timely manner.

W2 The standard of pastoral care is very good. The managers, student administrators and activity leaders make students' needs a high priority and have appropriate training to support students. The sales offices communicate students' special needs to the school prior to arrival. Students are given multiple reminders of who to go to if they have a problem.

W5 A good range of measures is in place to ensure students understand their travel options, these include the student portal, useful websites and photos of transfer meeting points. The student induction and manual give very useful and well-presented information on life in the UK.

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.	Strength
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

W7 The accommodation visited, although varied in quality, generally offered a comfortable environment. However, the bedroom in one of the homestays was rather cramped.

W8 The requirements for cleaning and laundry are clear for the residence and for homestays as presented in the EF homestay manual. However, one of the homestay hosts was unaware of the requirements regarding laundry for under 16s and the frequency of changing bed linen.

W11 The accommodation manager is named and accessible. Initial feedback is sought in small groups. Issues are handled sensibly and sensitively: they and any action taken are recorded on the central administration system. Homestay hosts receive summaries of feedback annually.

<i>Accommodation: homestay only</i>	
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

W14 If students are placed in the 'international homeshare' accommodation, where there are more than four students, they are always informed in advance of this arrangement, although this possibility is not mentioned in the publicity.

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

The relevant criterion in this area is fully met.

Leisure opportunities	Area of strength
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.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength

Comments

W21 The activities department is very well staffed. Excursions are well organised with briefings before each trip. Feedback from all staff and students involved is proactively sought and acted on if appropriate. Systems are in place to evolve the programme with input from the academic department.

W22 Comprehensive risk assessments are drawn up for all activities and excursions, and these are reviewed regularly. Activity leaders are first aid trained and have critical incident training.

W23 The induction, training and ongoing monitoring of the activities team is very thorough. The activities manager is experienced and accessible to his team. Activities are led by staff with special interests and contact sports are supervised by an appropriately qualified person. Activities leaders in the focus group spoke highly of the support and training they received.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
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

At the time of the inspection there were 34 students aged 13 to 17 on supervised courses and 77 students aged 16-17 on adult courses. The provider predicts there will be 500 students aged 13-17 on supervised courses in the peak season.

S1 The safeguarding policy is clear and comprehensive and includes age differentiation. It is supported by codes of conduct, and clear protocols on incident reporting and disclosure.

S2 All staff have appropriate safeguarding training. In addition to two named designated leads trained to specialist level other management and supervisory staff are trained to advanced level. Guidance for staff is comprehensive. Informal refresher training is regular for all staff. The relevant staff have their photos in student handbooks and inductions. Students are made aware of salient points. Homestay hosts can access safeguarding guidance through the EF Host portal and they are encouraged to take basic safeguarding training. Group leaders have a very good understanding of safeguarding and their roles.

S5 The level of staffing is high and staff to student ratios do not include group leaders. Students under 18 are monitored in breaks by experienced and qualified staff. There is a known and robust protocol for dealing with students who arrive late or who are missing.

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	2000
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Brighton, Bristol, Cambridge, Eastbourne, London, Manchester and Oxford.
Other related non-accredited schools/centres/affiliates	Global network of language centres, international boarding schools, international business schools & approximately 10 Summer Schools.

Private sector

Date of foundation	1977 (EF established 1965)
Ownership	Name of company: EF Language Schools Ltd Company number: 01043158
Other accreditation/inspection	N/a
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	N/a
Details of any additional sites not in use at the time of the inspection	EF Bournemouth summer school will be operational throughout July & August 2024 at Dorset House (22 Christchurch Road, Bournemouth BH1 3NE). The centre will consist of approx. 20 classrooms plus leisure and cafeteria facilities. The site has previously been used as a school and is currently under renovation. It will reopen for EF use in the summer and owners plan to use it for educational / events purposes going forward.

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	105	240
Full-time ELT (15+ hours per week) aged 16–17 years	77	517
Full-time ELT (15+ hours per week) aged under 16	23	451
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	205	1208
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	Average 20	Average 20
Adult programmes: typical length of stay	5 weeks	3 weeks
Adult programmes: predominant nationalities	French, Italian, Spanish, German, Swiss	French, Italian, Spanish, German, Swiss
Junior programmes: advertised minimum age	13	13
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	3 weeks	3 weeks
Junior programmes: predominant nationalities	French, Italian, Spanish, Swiss & Mexican	French, Italian, Spanish, Colombian, Mexican

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	10	50
Number teaching ELT 20 hours and over a week	5	
Number teaching ELT under 20 hours a week	5	
Number of academic managers for eligible ELT courses	3	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	26	
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	3
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	3
Comments	

At the time of inspection, the ADoS was teaching 10 hours and senior teacher 20+ hours, and this is consistent throughout the year outside of summer

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	10
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	10

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	54	82
Private home	8	
Home tuition		
Residential	18	18
Hotel/guesthouse		
Independent self-catering e.g. flats, bedsits, student houses		
<i>Arranged by student/family/guardian</i>		
Staying with own family		
Staying in privately rented rooms/flats	25	0
Overall totals adults/under 18s	105	100
Overall total adults + under 18s	205	