

Organisation name	Hello! Exmouth
Inspection date	6–7 July 2023

<b>Section standards</b>	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
<b>Premises and resources</b> The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in S3 and S4 have been addressed. The required evidence was subsequently submitted.

**Summary statement**

The British Council inspected and accredited Hello! Exmouth in July 2023. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme.

## Introduction

Hello! Exmouth was last inspected in 2018 when it was known as Mountlands Language School. In July 2019, the name of the school was changed to Hello! Exmouth and a complete rebranding exercise has been successfully undertaken. The school closed for a period during the pandemic and since its reopening there have been some changes in personnel. The former director of studies now acts as a regular consultant, the senior teacher has been given additional academic management responsibilities and a new academic co-ordinator has been appointed.

Meetings were held with the school director, operations manager, academic co-ordinator, senior teacher, programme co-ordinator, the two student placement co-ordinators (responsible for accommodation), and the finance manager. Focus group meetings were held with students, teachers, activity leaders and group leaders. One inspector conducted a virtual tour of two homestays, and all teachers scheduled to teach at the time of the inspection were observed.

## Address of main site/head office

8 Rolle Street, Exmouth EX8 1HE

## Description of sites visited

The school is situated in the centre of Exmouth and occupies two floors above a shop, with a secure ground floor entrance. On the first floor, there is a reception/office, two classrooms and a central space with soft seating used by group leaders, off which is an area for teachers to access teaching and learning resources. On the second floor, there are two classrooms and a staffroom with kitchen facilities. There are two toilets. The school also has use of two floors in a building known as 'The Hub' located a short walk from the main building. On the ground floor of these premises, there is a room that can be used as a classroom and/or student lounge; on the first floor, there is a classroom, a kitchen and two toilets.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

Students are aged 11–17. For the summer vacation courses most students come within groups, accompanied by group leaders, and are placed according to level and age in multilingual classes. Some individually booked students are also enrolled (four at the time of the inspection). The school runs two types of vacation course: a standard general English course of 15 hours per week combined with leisure activities, and an *English plus* course, which combines 15 hours of general English with multi-sports or tennis. Courses can be double banked, with lessons either in the morning or the afternoon. Throughout the year, closed groups are accepted, and a course called *Business Insight* is also offered to groups of students aged 14+. This combines general English with business-related activities and visits.

## Management profile

The finance manager, the operations manager, the academic co-ordinator, the senior teacher, the student placement co-ordinators, the programme co-ordinator and the social media assistant all report to the school director. Teachers also report to the school director, but their work is monitored by the senior teacher and academic consultant and co-ordinated by the academic co-ordinator. The programme co-ordinator line manages the activity leaders.

## Accommodation profile

The school offers only homestay accommodation with full board. All is arranged by the school and is within a 30-minute walk or bus-ride.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates to the benefit of students and in accordance with the school's stated goals and values. Strategic and quality management is of a high standard; arrangements for staff recruitment, management and development are satisfactory overall, and student administration is good. At the start of the inspection, there was a need for improvement in publicity, but the issues were promptly addressed; the area of publicity is now met overall.

### Premises and resources

The provision meets the section standard. The premises provide students and staff with an attractive and professional environment for work and relaxation. A satisfactory range of 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.

### Teaching and learning

The provision meets the section standard. Overall, 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 met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The needs of students for security, safety and information are met. The homestay accommodation provided is suitable for the age and backgrounds of the students, and systems are generally appropriate and managed effectively. A range of social and cultural out-of-class activities is available, well matched to students' interests and needs.

### 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 school and in the leisure activities and accommodation provided. A comprehensive safeguarding policy is made known to all staff, group leaders and homestay hosts, and appropriate training is provided. However, systems for obtaining parental consent and satisfactory references for staff and homestay hosts need to be improved.

### 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.	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.	Not met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met

M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met
<b>Comments</b>	
The goals and values of the organisation are appropriate and made known on the website, in handbooks and notice boards. All members of staff are engaged with the values. The management has clear and realistic objectives for the future of the organisation. The structure of the operation is generally clear and there are sufficient staff members to manage and deliver the provision. However, the roles and responsibilities relating to academic management were not sufficiently detailed in the job description of the senior teacher or made known to teachers. This was rectified during the inspection and is no longer a point to be addressed. Communication is effective; staff feel well informed and included in decision making. There are systems in place, in writing as well as face-to-face, to collect feedback from students, group leaders and staff. The information gathered is used to inform future development and there is evidence of action taken in response to unfavourable feedback. A 'live' self-evaluation document covers all aspects of the organisation.	
<b>Staff management and development</b>	
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met
<b>Comments</b>	
Human resources policies and procedures are appropriate and made known to staff through handbooks and contracts of employment. Detailed job descriptions are now in place for all members of staff, although at the start of the inspection the job description for the senior teacher did not reflect his management responsibilities, see also M3. Recruitment policies are generally appropriate; however, not all qualification certificates had been seen and checked. Induction policies and procedures are of a high standard and appraisal policies and procedures are generally satisfactory. There are effective arrangements to ensure the continuing professional development of all members of staff.	
<b>Student administration</b>	
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met
<b>Comments</b>	
Feedback from students about the helpfulness and friendliness of staff is very positive. Pre-arrival advice, information and guidance is generally good; however, see W18. The systems for enrolment, cancellation and	

refunds are appropriate and students' records are complete and up to date. Absence and lateness policies and procedures are appropriate and made known to students. Conditions under which a student may be asked to leave the school, and the complaints procedure, are clearly communicated to all stakeholders.

<b>Publicity</b>	<b>Met</b>
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met
<b>Comments</b>	

The main media of publicity is the website. Social media is also used. Overall, information gives rise to realistic expectations about the premises, the courses and the extent and availability of services and resources. At the start of the inspection, information about the maximum class size was incorrect and information about course dates (and any non-teaching days), costs, and terms and conditions for payment were not available on the website. Also, the information about sharing a bedroom in homestay accommodation was not easily accessible. These deficiencies were rectified during the inspection and are no longer points to be addressed. The description of the level of care and support offered to students is clear.

## Premises and resources

<b>Premises and facilities</b>	<b>Met</b>
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met
<b>Comments</b>	

Overall, the premises provide an attractive and professional environment for work, study and relaxation. They are in a good state of repair, decoration and cleanliness. The number of toilets in the main building is just adequate. Classrooms are sufficient in size for the number of students and are furnished appropriately. Students have access to a nearby public park during breaks and lunchtime and can go to its nearby annex, The Hub, if the weather is inclement. Water is available and all students are provided with a packed lunch. Signage is good, and well organised and attractive noticeboards give students up-to-date information.

<b>Learning resources</b>	<b>Met</b>
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met

P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

There are sufficient resources for students and teachers, appropriate to the age, level and length of courses. Students are provided with a guide/notebook, which gives useful information and in which they can record their work. There are effective procedures for the ongoing review and development of teaching and learning resources.

### Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

#### Comments

Overall, the teaching team has a range of experience, knowledge and skills appropriate to the courses offered. All academic staff have a level of education represented by a Level 6 qualification and the teachers have ELT qualifications relevant to the courses offered. The academic management team is made up of two members of staff: the senior teacher and the academic co-ordinator (administrator). A rationale was provided for the academic co-ordinator who does not have the ELT qualifications the Scheme specifies. The rationale was accepted within the specific context of this inspection. The school also employs the services of the former director of studies as an external consultant. He spends time at the school four times a year to advise on curriculum design and to provide training. There is a plan to use him to monitor the performance of the teaching staff by conducting more formal observations.

<b>Academic management</b>	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

#### Comments

Teachers are matched appropriately to courses. The timetabling of students, teachers and courses is managed well. Cover arrangements are good. The syllabus is designed in such a way that continuous enrolment is not problematic. The arrangements to ensure appropriate day-to-day guidance and support are satisfactory; peer support is also encouraged and enabled through regular peer observations. There are currently adequate systems in place for the observation and monitoring of teachers' performance by the TEFLQ senior teacher. However, this provision will be improved with the deployment of the external consultant to conduct additional observations.

<b>Course design and implementation</b>	Met
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T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

#### Comments

The courses are well designed and suited to teenage students on short courses. Each week's scheme of work is self-contained and based on suitable topics; there is a focus on building the students' confidence in speaking. The syllabus is regularly reviewed and adapted to meet the changing needs and interests of the students. Students receive an overview of the course learning outcomes, and learning objectives are made known to students at the start of each lesson. Learning strategies are integrated into the lessons. Authentic materials and activities are included in lessons to encourage students to use their language knowledge and skills outside the classroom.

<b>Learner management</b>	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

#### Comments

Placement testing and procedures are effective. There are appropriate procedures for evaluating, monitoring and recording students' progress within the context of short courses. All students receive a leaving certificate.

#### Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	General English lessons in the morning and afternoon.

#### Comments

The senior teacher is included in these numbers. He was scheduled to teach 15 hours during the week of the inspection. The academic co-ordinator was also observed. She was scheduled to teach six hours during the week of the inspection.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met

T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

### Comments

T23 Teachers provided accurate models of spoken and written language. The illustration of grammatical structures and lexis was satisfactory. However, knowledge of phonological systems was not demonstrated by the majority of teachers.

T24 This criterion is met overall. No written student profiles with an indication of the specific linguistic needs and interests of the students were provided. However, it was clear that teachers had devised plans which drew on the syllabus objectives and the content was suited to the students.

T25 Lesson plans included appropriate learning outcomes; however, a few were worded in terms of teacher or teaching aims rather than learning objectives and learner outcomes. Aims and activities were put on the board at the start of the lessons and in most, but not all, segments observed were achieved through a coherent sequence of activities.

T26 A range of techniques was observed: for example, eliciting, questioning, nominating, interactive activities and games. Instructions were generally clear but not always checked with students. In most lessons, students were given opportunities to practise their speaking skills but there was often a lack of controlled oral practice: for example, when introducing and practising new vocabulary items insufficient attention was paid to how the words and expressions were pronounced.

T27 Students were seated and grouped appropriately for the tasks being undertaken. In some segments, there was movement around the class and variety in terms of seating. In better segments, whiteboards were well organised and neat. New vocabulary was put on the board and the meaning checked. Effective use was made of visual prompts and worksheets, but opportunities were missed to make use of the technological resources available.

T28 Teachers generally monitored well. Written work was checked. Feedback on oral errors was given by prompting self-correction and providing a correct model. However, students' pronunciation errors were often not corrected.

T29 Lesson plans included tasks and activities to assess whether learning had taken place. Some activities led to student project work and presentations.

T30 A small minority of lessons observed were teacher centred with little opportunity for student participation. However, in most segments, teachers created a positive and purposeful learning atmosphere; students were attentive and engaged. Students reported that they were enjoying and benefiting from their lessons.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and was satisfactory against all the criteria. Teachers were able to model and illustrate language effectively. There was a lack of written evidence to demonstrate that students' learning needs and interests had been taken into account when planning the lessons and, in some plans, teaching aims rather than learning outcomes were stated. However, the lesson content was appropriate, a good range of teaching techniques was observed, and learning resources were competently deployed. Overall, teachers demonstrated an ability to engage the students and to meet their learning needs.

### Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met



W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

#### Comments

Risk assessments and emergency planning to ensure the safety and security of the students are in place, appropriate to their age and the provider's location. Students receive good pastoral support from the accommodation, welfare and activities staff and their own group leaders. Pre-arrival information, the student handbook and their inductions provide relevant rules and information. A 24-hour emergency contact number is distributed effectively to students and all concerned with their welfare. Health care provision is appropriate

<b>Accommodation</b> (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### Comments

Students have a comfortable living environment throughout their stay; the accommodation systems are well managed.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Not met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### Comments

The Scheme requirement is that homes should not accommodate more than two students per bedroom, unless specifically requested in writing before arrival. However, the school's *Homestay Handbook 2023* states that '3 students is the maximum in one room unless specifically requested'. Two directly enrolled students reported that they did not know in advance that they would be sharing a room with a third student.

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

#### Comments

The school neither uses nor recommends other accommodation.

<b>Leisure opportunities</b>	Met
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W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

Students receive information about and access to social, cultural and sporting events appropriate to their ages, interests and course type. There are up-to-date risk assessments for on-site and off-site activities organised by the school, which are well resourced and staffed, and form an integral part of the programmes.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	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.	Not 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

At the time of this inspection and at other times throughout the year, all students are in the age range 11 to 17. The school has a comprehensive, up-to-date safeguarding policy, made known to staff and homestay hosts, who receive relevant guidance and training. It also made known to students and parents. The school asks for appropriate written consent signed by parents or guardians, but this is not routinely returned to the school by agents or group leaders. From the records sampled, the gathering and recording of references for all staff and homestay hosts is not sufficiently rigorous. There are suitable arrangements for the supervision and safety of students during lessons and scheduled activities, and in their accommodation, and to ensure contact with their parents or nominated representatives.

### 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	2010
Last full inspection	2018
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	1989
Ownership	Name of company: Mountlands Language School, trading as Hello! Exmouth Company number: 7200884
Other accreditation/inspection	N/a

### Premises profile

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

### Student profile

Student profile	At inspection	In peak week: September 2023 (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	26	30
Full-time ELT (15+ hours per week) aged under 16	78	121
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>104</b>	<b>151</b>
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	French, Italian, Spanish, German	Italian, Spanish
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

### Staff profile

Staff profile	At inspection	In peak week (September 2023)
Total number of teachers on eligible ELT courses	5	8

Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 20 hours a week	3	
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	0	

### Academic manager qualifications profile

Profile at inspection		
Professional qualifications		Number of academic managers
TEFLQ qualification		1
Academic managers without TEFLQ qualification or three years relevant experience		1
Total		2

#### Comments

A rationale was provided for the academic co-ordinator.

### Teacher qualifications profile

Profile in week of inspection		
Professional qualifications		Number of teachers
TEFLQ qualification		0
TEFLI qualification		4
Holding specialist qualifications only (specify)		0
Qualified teacher status only (QTS)		1
Teachers without appropriate ELT/TESOL qualification		0
Total		5

#### Comments

None.

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	104
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	0
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	104
Overall total adults + under 18s	104	