

Organisation name	Southbourne School of English
Inspection date	24–25 April 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
<p>The British Council inspected and accredited Southbourne School of English in April 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).</p> <p>This private language school offers courses in general English for adults (18+) and young learners (15+) and under 18s, and for closed groups of adults and young people (16+) and under 18s.</p> <p>Strengths were noted in the areas of student administration, premises and facilities, learning resources, care of students and accommodation.</p> <p>The inspection report noted a need for improvement in the area of safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Southbourne School of English was established in 1966 and first inspected in 1984. This family run school is based in Southbourne, a residential suburb of Bournemouth, and offers year-round courses for adults and young learners (15+) and closed groups, as well as an open enrolment summer course for juniors (9+). All classes take place in the main school building and most students have homestay accommodation.

The inspection was carried out by two inspectors and lasted two days. Interviews were held with the managing director, the principal/Director of Studies (DoS), the Assistant Director of Studies (ADoS), the marketing director, the accommodation officer, the registrar, and the welfare officer. Focus groups were held with the teachers, two groups of students, and with group leaders. All teachers timetabled during the inspection were observed. One inspector visited remotely two homestay hosts.

Address of main site/head office

30 Beaufort Road, Southbourne, Bournemouth BH6 5AL

Description of sites visited/observed

The school is based in a residential part of Southbourne, a suburb of Bournemouth. It is a ten-minute walk from Pokesdown railway station. The school is based in two adjoining houses, which have been extended as the school has grown. There are 22 classrooms, all with interactive whiteboards and air conditioning, a cafeteria and student lounge, two adjacent staffrooms, an academic management room, an open plan office and reception area, where most of the school's central services are based. One of the classrooms also serves as a self-access and listening centre. The school has a garden with seating at the front and to the side of the building.

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 (15+)	<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 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

General English courses are offered throughout the year to adults and young learners (15+). Other programmes offered include exam preparation, closed group, and one-to-one courses. In the summer a young learner programme runs for students between the ages of 9 and 16.

Management profile

The managing director and the principal/DoS have overall responsibility for the effective running of the school. They are assisted by a number of other staff including the ADoS, the marketing director, the registrar and the accommodation officer.

Accommodation profile

Throughout the year, the school offers homestay accommodation and has 164 hosts on file. All homestays are within walking distance, or a short bus ride of the school. Homestays offer single and/or twin rooms. The majority of hosts accept students aged under and over 18. At the time of the inspection there were 60 students in homestay, 24 of which were aged under 18.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and staff, and in accordance with the provider's stated goals, values, and publicity. *Student administration* is an area of strength.

Premises and resources

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

Teaching and learning

The provision meets the section standard. 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, although professional development is currently inadequate. Courses are generally structured and managed to provide benefit to students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides its students with excellent pastoral care and information. The school offers a wide range of comfortable, friendly and conveniently located accommodation, which is very well managed. The leisure programme is designed to meet the needs of the students. *Care of students* and *Accommodation* are areas of strength.

Safeguarding under 18s

Overall, 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. There is a clear and comprehensive safeguarding policy, and staff are well trained to implement it. However there are some shortcomings in terms of parental consent, safer recruitment and curfew times. There is a need for improvement in *Safeguarding under 18s*.

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.	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.	Not met

Comments

M2 Before the inspection, there was no written plan of objectives with action steps needed to achieve them. This was subsequently provided and is no longer a point to be addressed.

M7 Although some policies have been revised, there are insufficiently formal mechanisms and strategic meetings in

place to review, for example, summer courses and the professional development needs of staff.

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.	Not 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

M12 Although appraisals had been conducted for most administrative staff, no teachers had received any performance reviews in the recent past.

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 Excellent levels of customer service form a core part of the school's ethos, and staff's helpfulness and friendliness were commented upon very favourably in both oral and written feedback by students and group leaders.

M15 Timely and detailed advice is given to individuals and groups before and during their courses through a variety of channels. The school regularly advises agents on courses and updates.

M19 There are detailed procedures in place for ensuring that students are aware of what actions might result in them being asked to leave the course. Student handbooks, inductions and the conditions of enrolment make these very clear.

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.	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.	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	
The website is the main medium of publicity, and is supplemented by information in a brochure, course flyers, dates and prices documents and social media sites.	
M23 The publicity is generally accurate; however, at the time of the inspection not all of it made it clear that fifteen-year-olds are accepted on certain courses for adults and young learners. This omission was subsequently rectified and is no longer a point to be addressed.	
M25 Although updated, the level of care and support for under 18s is not easy to find on the website as the necessary link to the relevant policy is missing.	

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.	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.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
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.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments

P2 Premises are in a very good state of repair and have been refurbished and decorated to a very high standard. All rooms were spotlessly clean.

P3 Classrooms provide very comfortable environments for study; all of them have natural light, interactive whiteboards (IWBs) and air conditioning.

P4 Students have a large number of places where they can relax including in the café and student lounge area, in classrooms and in the well-maintained external areas with numerous tables and benches.

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.	Strength
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

P7 Coursebooks are carefully chosen to meet the needs of students and are supplemented by a large number of additional physical and digital learning resources suitable for all course types taught.

P8 Learning resources for teachers are plentiful and are very well maintained and clearly organised according to the type of courses upon which they can be used.

P9 The IWBs are very well maintained and teachers receive very good and ongoing training in how to use them.

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

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.	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.	Not met

Comments

T8 Teachers were positive about the very good day-to-day support provided by academic managers. Inexperienced teachers receive one-to-one planning advice.
 T10 At the time of the inspection, professional development arrangements for teachers throughout the year were inadequate. Teachers had been expected to watch four professional webinars per year, but this policy had not been effectively monitored and no formal professional development sessions had taken place for some considerable time. A CPD plan was submitted after the inspection, but this had yet to be implemented.

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.	Not 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.	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 Course design is largely appropriate, but insufficient reference is made to study and learning strategies that support independent learning.
 T12 There are a large number of ways in which students are helped to develop their language skills outside the classroom; these include cultural topics being included in weekly teaching programmes, homework tasks that involve speaking with homestay hosts and excursion preparation lessons on certain courses.

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.	Met
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Comments

All criteria in this sub-section are fully met.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	Morning and afternoon lessons on general English, examination preparation and closed group courses.

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.	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.	Met
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

T19 Teachers generally produced accurate models of spoken and written English, and on the whole provided good explanations of grammar and lexis.
T20 In many classes lesson content was clearly based on student requests and needs, and was appropriate for their level.
T21 In the majority of lessons, the learning outcomes were clearly expressed and made known to students.
T22 Teaching techniques were generally appropriate and varied; these included teachers giving clear instructions and consistently checking students' understanding of tasks.
T23 Most teachers made very good use of the IWBs and learning materials. In a few classes, the students were sitting apart from each other which did not facilitate group and pair work.
T24 Feedback was generally positive and helpful to learners, but in some classes pronunciation errors were not always corrected.
T25 Learning was generally checked through the use of short tasks.
T26 In almost all classes, teachers established a positive and purposeful learning atmosphere, and students were fully engaged in their lessons. Teachers made good use of personalisation and humour in many classes.

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	Strength

with students' personal problems.	
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.	Strength
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 are comprehensive plans in place for emergencies on and off site. Staff and students are briefed thoroughly and sensitively on how to stay safe and how to respond to an emergency situation.
W2 Information about pastoral care is made known to students very clearly through handbooks and induction. There are specific arrangements in place for under 18s, which include weekly recorded individual meetings.
W3 There are very well-expressed policies, documents and rules in place relating to tolerance, respect and expected behaviour. These are clearly communicated to students through handbooks, noticeboards and through briefings with staff.

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
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.	Strength
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.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

Comments

W7 Student feedback is consistently positive about accommodation, and the homestays visited were warm, friendly, and knowledgeable about their students.
W9 There is a very effective system for recording visits and safety and suitability checks. Checks are carried out regularly, and the accommodation officer has excellent relationships with hosts.
W12 The rules, terms and conditions for hosts are presented clearly through contracts, handbooks, reminder emails and homestay events which the school hosts annually. Booking and cancellation arrangements are very clear.
W13 Student feedback about meals is very positive. Hosts are able to cater for a variety of dietary needs.

<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

All the criteria in this area are fully met.

<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 sub-section is met.

Leisure opportunities	Met
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.	Strength
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.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
Comments	
W20 Activities are designed with all students in mind with a variety of choices appropriate to a range of interests and age groups. The programme is tailored for different times of year, and is also based upon the requests and feedback of students and group leaders.	

Safeguarding under 18s

Safeguarding under 18s	Need for improvement
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.	Strength
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.	Not 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

Year round the school accepts 15 to 17 year-olds on adult courses, and 9 to 16 year-olds on seasonal and closed group young learner courses. At the time of the inspection there were six 15 to 17-year-old students on the adult programme, and seven students aged under 16 studying in closed groups. In the summer, at peak times, the school has approximately 80 15 to 17 year-olds studying on adult courses, and 100 under 16s studying on seasonal and closed group young learner courses.

S2 Training and guidance is provided to all relevant adults in contact with under 18s. There are very good levels of training for management staff, including the staff responsible for homestay.

S3 While the school obtains records of parental/guardian consent reflecting the level of care, support and supervision for the majority of students aged under 18, it does not do so for those that arrive in groups with students aged over 18.

S4 There are references on record for the vast majority of staff and homestay hosts. However, there are not appropriate references in place for a small number of the administrative staff.

S6 There is good communication of the rules and expectations for the supervision and safety of students outside the scheduled programme. However, a small number of students aged under 18 are not aware of their fixed curfew times.

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	1984
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	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1966
Ownership	Southbourne School of English Ltd Company number: 1673616
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

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	36	35
Full-time ELT (15+ hours per week) aged 16–17 years	6	84
Full-time ELT (15+ hours per week) aged under 16	7	101
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	49	220
Adult programmes: advertised minimum age	15	15
Adult programmes: typical age range	18–28	16–17
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	Swiss	Japanese
Junior programmes: advertised minimum age	9 (with a group)	9
Junior programmes: advertised maximum age	16 (with a group)	15
Junior programmes: typical length of stay	2 weeks	2 weeks

Junior programmes: predominant nationalities	Thai	Spanish/Italian
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Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	10	20
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 20 hours a week	6	
Number of academic managers for eligible ELT courses	2	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	2	

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	2
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	2

Comments

Neither academic manager was teaching in the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	6
TEFLI qualification	4
ATEFL 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

In the summer some teachers will have non-ELT-related QTS and alternative professional profiles.

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	34	26
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	2	0
Overall totals adults/under 18s	36	26
Overall total adults + under 18s	62	

Comments

The accommodation figures above include 13 students aged under 16 who were staying in school accommodation but being taught in a local primary school in the week of the inspection.

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in safeguarding under 18s have been addressed.
