

Organisation name	ABC School of English, London
Inspection date	10–11 October 2017

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

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

### Recommendation

We recommend continued accreditation.

### Summary statement

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

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

Strengths were noted in the area of care of students.

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

## Organisation profile

Inspection history	Dates/details
First inspection	2009
Last full inspection	2013
Subsequent spot check (if applicable)	2014, 2015
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	2002
Ownership	Limited Company Company number: 4118589
Other accreditation/inspection	N/a

## Premises profile

Address of main site	63 Neal Street, Covent Garden, London WC2H 9PJ
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The premises are located on a quiet street in Covent Garden within walking distance of bus and underground services. They comprise three floors situated above a restaurant and consist of a reception/office area, a teachers' workroom, four classrooms of varying sizes and a small room used for testing and meetings. The entrance to the school is at ground level and a flight of stairs leads to the other floors.

## Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	12	60
Full-time ELT (15+ hours per week) aged 16–17 years	0	5
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	47	30
Part-time ELT aged 16–17 years	0	20
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>59</b>	<b>115</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: actual minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: actual maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	16	16

Adult programmes: typical age range	18–55	18–55
Adult programmes: typical length of stay	4–12 weeks	4–12 weeks
Adult programmes: predominant nationalities	Italian, Spanish, French, Japanese, Polish, Brazilian	Italian, Spanish, Japanese, Polish, French, Brazilian
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	13	55

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	6
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT 10–19 hours a week	3	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
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 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	1
<b>Total</b>	<b>2</b>
Comments	

The academic management team consists of a full-time TEFLI DoS who is also the principal and a director of the school and who focuses on the Callan Method courses together with a part-time TEFLQ academic co-ordinator who oversees the general English courses. Neither has a regular teaching timetable, but the full-time manager provides cover in emergencies.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	1
<b>Total</b>	<b>4</b>
Comments	

None.

## Course profile

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

### Comments

The school specialises in teaching following the Callan Method and most of its courses are of this type. General English courses not using the Callan Method are also run. Students may, if they wish, combine both types of course in their programme of study. At the time of the inspection seven classes using the Callan Method and one general English class were being run. The school also offers examination preparation classes and one-to-one tuition but neither of these were running at the time of the inspection. Students aged 16 and 17 are enrolled on adult courses.

## Accommodation profile

### Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	3	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	1	0
<b>Arranged by student/family/guardian</b>		
Staying with own family	0	0
Staying in privately rented rooms/flats	55	0
<b>Overall totals adults/under 18s</b>	59	0
<b>Overall total adults + under 18s</b>	59	

## Introduction

The school was founded in 2002 and is run jointly by two directors, one with responsibility for academic management focusing on Callan Method (CM) courses and the other with responsibility for general management, student welfare and care of under 18s. A part-time academic co-ordinator has oversight of the general English (GE) courses.

The school has a flexible timetable and offers students a wide choice of attendance options, responding to varying student availability in terms of timing and number of hours of study. The majority of students are based locally.

The inspection took place over a day and a half with two inspectors, during which the inspectors had meetings with both directors, the academic co-ordinator and administrative and marketing staff. They also held meetings with a

focus group of students and a group of teachers. One inspector visited one homestay accompanied by staff from one accommodation agency, as well as speaking by telephone to a staff member of another accommodation agency used by the school. The inspectors observed all teachers who were teaching at the time of the inspection.

## Management

### Legal and statutory regulations

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

#### Comments

M1 The items sampled were satisfactory.

### Staff management

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

#### Comments

M2 The management structure is clear and straightforward. It is well set out in an organogram. The two directors can cover for each other on a day-to-day basis, thus providing continuity in the absence of either one. The directors are supported by a two-person administration/marketing team who also staff the reception desk and handle enquiries and enrolments.

M3 Recent job descriptions for the administration/marketing team are in place, reflecting the fact that they were recently appointed. Recent teacher job descriptions are also in evidence. However, job descriptions for the two directors had not been updated for over ten years and no longer fully reflected their current responsibilities. The role of designated safeguarding lead was not included in any job description. The directors' job descriptions were revised and updated during the inspection and are now satisfactory.

M4 The directors hold monthly minuted meetings which are supplemented by weekly meetings with the administrative staff. There is a twice-yearly formal meeting for all staff. The directors and the administrative staff share an office, which is also the reception area, and consequently informal contact and communication is continuous.

M5 The school follows appropriate human resources policies and procedures, which are set out fully and clearly in a staff handbook, which includes details of terms and conditions of employment. Identity is checked and safer recruitment guidelines are adhered to when making new appointments.

M6 Certificates are checked and signed copies held on file. The school takes up two references for each new employee, normally one spoken and one written reference in each case. However, the written reference is not always obtained before a new appointment begins.

M7 New staff receive thorough induction over a period between two and three days. The process is documented with a full description and a detailed checklist of activities to be completed. For teachers, the induction process includes a detailed introduction to the Callan Method and observation of teaching. A newly recruited teacher reported positively on the experience.

M8 Procedures for monitoring staff are set out in the staff handbook. Annual appraisals are carried out and records are kept. The school has a staged disciplinary and competence procedure for staff which is clearly set out in writing.

M9 There is a programme of professional development which the school has put in place since the last full inspection.

### Student administration

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

#### Comments

M10 The director responsible for administration and the two administrative staff form an effective team which works together well and is based in the reception area, which is also the school's office. Staff can retrieve information readily from the school's IT system. Students spoke positively of the approachability of the staff and of the services provided.

M11 The majority of students visit the school in person to enquire about courses and are advised individually of the options open to them. Students may take trial lessons, except during July and August, and then decide whether to enrol. For the minority of students who apply from their home countries advice is available by email communication until their arrival. Students coming through an agent are normally given advice and information by the agent.

M14 The school's policy on attendance and punctuality is clearly accessible on the school's website. Class registers are kept and any absences are followed up. Special arrangements, including a signing in and out procedure, are in place for under 18s. Any under-18 absences are followed up immediately.

M15 The circumstances under which a student may be asked to leave the course are clearly set out in the terms and conditions and in the student handbook.

### Quality assurance

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

#### Comments

M17 The school's business plan is regularly reviewed at directors' meetings and any changes agreed are implemented.

M18 Feedback is obtained from students after the first three days of their course and again on completion of their stay with the school. In both cases students complete a written questionnaire. Students having tutorials can also give feedback when meeting their teachers. The school also has a comments and suggestions box prominently located.

Feedback is analysed and summarised on a monthly basis and the information is circulated to staff and students, together with a note of action taken in response.

M19 Staff feedback is mainly obtained during appraisal meetings and through leaving questionnaires. It is also obtained at the twice-yearly staff meetings and through informal contact.

M20 The complaints policy is set out in the student handbook and in the terms and conditions. There is a comments and complaints book, held at reception, where students can enter any complaints and receive a response from the school. Action taken is entered in the book.

### Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

The main medium for publicity is the school's website. This is supplemented by a printed brochure and use is made of social media.

M21 Publicity material is written in accessible language and the quality of the translations is good.

M24 All the required information is provided, but the number of hours of tuition stated for the GE course is slightly ambiguous. This ambiguity was corrected on the website during the inspection.

M25 For CM courses and examination courses, fees are expressed in terms of the number of lessons taken, but the duration of a lesson is not stated clearly in connection with the fees. This lack of clarity was corrected during the inspection on the school's website.

M28 An inaccurate claim that all teachers hold a degree was made on the home page of the website. This was corrected during the inspection.

#### Management summary

The provision meets the section standard. Staff management is satisfactory and student administration is conducted sensitively and efficiently. Student feedback is analysed and summarised on a regular basis and responses are provided. Publicity is satisfactory overall; a small number of omissions and inaccuracies were corrected during the inspection.

### Resources and environment

#### Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

R1 There was adequate space for the number of students and staff at the time of the inspection. Students commented on the comfortable surroundings in the school.

R2 The premises are generally in a good state of repair and decoration but the teachers' workroom is in need of redecoration and refurbishment. The carpet at the main entrance at street level was worn and loose at the time of the inspection.

R3 Classrooms vary in size and all are adequate for the number of students to be accommodated. CM classes tend to be located in smaller rooms, as appropriate to the class size involved. GE classes use a larger classroom which provides scope for students and the teacher to move around. All classrooms are furnished with seminar chairs which allow for flexibility of layout. There is little or no extraneous noise in classrooms. Where whiteboards are installed, for use with GE classes, they are not large enough to allow for effective boardwork.

R4 There is no student common room, but classrooms and a small multi-purpose meeting room are available as communal areas during breaks. Apart from a water cooler no food or drink is provided, but numerous food and drink outlets are located in the immediate area.

## Learning resources

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

### Comments

R7 Callan Method coursebooks are in use for the Callan classes and a published coursebook is used for the GE classes. A small collection of graded readers and DVDs is available in the reception area for students to borrow.  
R8 Teachers' manuals are provided for Callan classes and a wide range of supplementary material is available for GE courses. Dictionaries and grammar reference books are available for teachers' use, as well as photocopying and printing facilities. The latter are only required for GE classes.  
R9 A laptop computer is available for GE teachers. The school has Wi-Fi throughout.  
R10 An online platform of self-access materials is available to students.  
R12 There are informal procedures for reviewing and developing teaching resources for the GE course.

## Resources and environment summary

The provision meets the section standard. The premises and facilities provide a suitable environment for study and the learning resources are appropriate to the aims and approaches of the courses offered.

## Teaching and learning

### Academic staff profile

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

### Comments

T1 One rationale for a teacher without a Level 6 qualification was accepted in the context of the present inspection, on the basis of previous professional experience in private and public employment.  
T2 One teacher did not have a TEFL qualification that meets the requirements of the Scheme.  
T3 The inspectors accepted the rationale provided, in the context of the present inspection, on the grounds of considerable professional experience in TEFL, training in the Callan Method and successful performance over a period of years.  
T4 The academic management team comprises a TEFLI principal/DoS, who is one of the directors of the school and has responsibility for Callan courses, and a TEFLQ academic co-ordinator who oversees the GE courses.  
T5 A rationale was provided for the TEFLI principal/DoS and was accepted in the context of the present inspection. She is a highly experienced CM teacher and trainer with over sixteen years' experience in the role.

### Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



T9 Continuous enrolment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T6 Teachers for CM classes are deployed according to the needs of the school on the basis that they are competent to teach at all levels. Only one teacher is currently employed for GE classes.

T7 Timetabling of CM classes is organised so that students are taught by more than one teacher in a day. The GE class is allocated a larger classroom at the request of the teacher.

T8 Cover arrangements are set out in the teachers' handbook. Where feasible, regular teachers are used to cover for absent colleagues, otherwise the academic manager/DoS is available for cover.

T9 Most students take trial lessons when available and are eased in by the teacher. The school checks how new students are settling in, but there are no special arrangements in CM classes beyond ensuring that new students are not excessively challenged by questioning.

T10 Four one-hour professional development sessions per year are provided. These are of both a generic and subject-specific nature. Where special needs and requirements are identified, teachers can receive individual advice and support.

T11 Observation and monitoring of GE teaching is carried out by the TEFLQ academic co-ordinator, normally twice a year. Observation of CM teachers is undertaken by the TEFLI academic manager/DOS, who has Callan-method training and experience, but is not TEFLQ. Both observers provide oral and written feedback and details of observations are kept on file.

#### Course design and implementation

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

#### Comments

T12 The Callan Method is based on clear methodological procedures, which are fully stated in the teachers' handbook and in Callan teachers' books. The design is tightly scripted and teachers are required to adhere rigorously to the content and structure of the teaching materials supplied. There is, however, no substantive statement of the theoretical basis for the materials and methodology used. The course structure and syllabus are provided by the teaching materials themselves, but are not set out separately. For GE, underlying principles and an outline syllabus are provided.

T13 The CM teaching material was reviewed in 2012 in terms of its relevance to contemporary life and consequently some of the content, mainly vocabulary and subject matter, has been brought up to date. However, the underlying design, structure and sequencing of the material remains essentially unchanged and does not show evidence of having been reviewed. The GE syllabus is reviewed periodically.

T14 For CM students, course outlines are accessible through the coursebooks, but are not set out separately. Course outlines do not specify learning outcomes. For GE students, a weekly plan is posted in the classroom and lesson objectives are written on the board for each lesson. These show teaching/learning aims and objectives but do not specify learning outcomes.

T15 Some advice on independent learning and effective study skills is provided to all students in the student handbook. Similar advice is given to students during individual tutorials, which are available routinely to longer-stay students and on request to all students. However, as Callan courses are invariable and follow the predetermined structure and content of the teaching material, there is little or no opportunity to promote independent learning during class time. The GE course allows for greater flexibility and students are encouraged to develop individual strategies to support their learning.

T16 A programme of visits is arranged in which all students may participate. The GE course links the experience of the visits to course content. All students have access to an online platform of self-access materials.

#### Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

T17 All students are given a placement test at enrolment. For Callan students this is an oral test and for GE students there is an oral test and a multiple-choice grammar test.  
T18 Longer-stay students on both types of course attend individual tutorials periodically, and any student may request a tutorial. Regular progress tests contribute to monitoring the progress of GE students and for Callan students there are stage examinations every six or seven weeks.

#### Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	All

#### Comments

CM classes at several levels were observed, as well as the one GE class running at the time. Three teachers were observed using the Callan Method and materials and one teacher on the GE class.

#### Classroom observation

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

#### Comments

T23 Modelling was appropriate and effective in both CM and GE classes, although different in nature. In CM, models were read out and repeated by the teacher at a rapid rate and were repeated in time with the teacher by individual students, providing some oral practice within a highly controlled structure. Grammatical explanations were provided. In GE, good models and clear explanations were in evidence.

T24 In GE, excellent detailed student profiles were prepared, demonstrating the teacher's thorough understanding of students' learning needs. Pace and delivery varied, responding to individual student responses. In CM, learning objectives were not clearly stated and students' individual learning needs were not taken into account. The method and materials are predetermined and consequently the teaching is not susceptible to adaptation in order to respond to individual student needs. No genuine communication was seen taking place.

T25 Learning outcomes were not specified in either CM or GE courses, although lesson aims were identified in GE. In CM it was difficult to see any thematic or topic-based coherence in the sequences of language presented and practised.

T26 In CM, teaching techniques are closely specified and controlled, allowing teachers little or no leeway for creativity or responding to individual students. All teachers followed the script provided and did this confidently and at the required fast pace. In GM, a good range of techniques was in use, matched appropriately to students' levels and learning styles. Particularly prominent were effective questioning, elicitation and contextualisation.

T27 Resources for CM comprise the teachers' scripts, student coursebooks and in some cases a simple wall chart. Lessons were delivered by the teacher standing at a lectern. Whiteboards are not used. Gesture occasionally provided a degree of context but was not used effectively at all times. In GE a good range of resources was in use, including visuals, and effective use was made of the whiteboard.

T28 CM methodology requires instant correction of student error and this was implemented very effectively in all the lesson segments observed. Positive feedback was given when an error was successfully corrected. Correction was always provided by the teacher with no opportunity for self or peer correction. Correction of pronunciation focused mainly on the articulation of individual sounds within the context of the word. In GE teaching, there was more emphasis on self and peer correction, giving students time for reflection.

T29 CM classes furnished limited opportunities for checking of learning beyond student repetition of models provided by the teacher. However, those limited opportunities were exploited effectively by teachers, for example by checking if students knew the different forms of irregular verbs. There was, however, little checking of understanding. GE lessons featured concept checking to ensure that students had fully understood new language items. Regular homework allowed the teacher to monitor student comprehension and progress.

T30 All students were fully engaged and participating well. A lively pace was maintained and students were being challenged in a positive way. Humour was in evidence and rapport was good. In CM lessons students were getting a particularly high level of oral practice, if in a controlled manner. In GE lessons there was a good level of meaningful interaction between teacher and student and between students.

### **Classroom observation summary**

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory. Most of the teaching was satisfactory or better. Two different approaches were observed and, for both, students were fully engaged and participating well. Modelling and explanations were good and error correction took place in an appropriate manner. Learning outcomes, however, were not specified and the underlying principles of the CM courses were not stated. CM teaching was unable to respond to the needs of individual learners whilst GE teaching could be more responsive. All teaching established good rapport and there was a positive atmosphere within the class.

### **Teaching and learning summary**

The provision meets the section standard. Academic management is generally effective but teachers on CM courses are monitored by a director who is not TEFLQ. Learner management operates to the benefit of students with effective placement by level and monitoring of progress. The teaching observed met the requirements of the Scheme.

## **Welfare and student services**

### **Care of students**

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

### **Comments**

W1 There are good measures in place to ensure the safety and security of students while on school premises. The school is in a traffic-free street and CCTV of the entrance at street level is monitored by staff at reception on the first floor. The risk assessment of the premises is up to date, and reviewed regularly. Fire drills are carried out twice a year, and recorded. Fire safety equipment is tested and serviced regularly. Both directors are trained in first aid. Students aged under 18 sign in and out every day, and daily registers record any students attending trial lessons.

W2 Pastoral care and support for students is very good. All staff are aware of the importance of their pastoral role. Information about the support available is given to all students at induction, and there is a separate session for students aged under 18. Staff check with students at the start of their courses that they are happy, and tutorials provide an additional way of identifying any welfare issues. Information about local places of worship is available from reception.

W3 The welfare officer, who is also one of the school directors, has a background in social work and volunteer work in the local community. She is introduced to all students at induction and is very accessible since she works at one of the reception desks. She is supported by the very friendly reception team and it was evident that all staff know the students well and prioritise their well-being.

W4 The policy and procedures for dealing with abusive behaviour are known to staff and students. The school also has a Prevent policy and the welfare officer has received training from an external agency. Some of the language used to explain these policies in the student handbook is difficult for lower level learners to understand.

W5 The school's emergency number is on the student card. The emergency phone is shared between the two directors.

W7 The student handbook is well presented and contains a range of useful and up to date information about living in London. Further information is given at induction.

### Accommodation profile

#### Comments on the accommodation seen by the inspectors

Most of the school's students find their own accommodation. The school has worked for some time with two homestay agencies, and residential accommodation for adult students only is offered via an accommodation agency registered with the British Council.

At the time of the inspection three students were in homestay accommodation. One inspector visited one homestay in zone two, and met the owner and the operations manager from one of the homestay accommodation agencies. She contacted the owner of the other homestay agency by phone immediately following the inspection. The staff in both agencies are experienced and very familiar with the requirements of the Scheme.

### Accommodation: all types

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

#### Comments

W9 The homestay visited provided a good level of accommodation with all the required facilities and services in place. The host was friendly and welcoming, and very aware of her responsibility for the welfare of her student guests. The two agencies offer homestays in west London and north London respectively.

W11 One agency re-inspects its homestays every six months, and the other agency at least every two years. Sample forms for re-inspections showed that fire risk assessments and Gas Safe certificates are checked. Every two years the school director responsible for accommodation visits a sample number of homestays from both agencies, and reports back to them on her visits.

W14 Students are asked on their first day if they are happy in their accommodation, and about the nationality and number of any other students in the house. They also complete written questionnaires during, and at the end of, their course, and any problems are followed up promptly, and recorded.

### Accommodation: homestay

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

#### Comments

None.

**Accommodation: residential**

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
None.					

**Accommodation: other**

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Comments					
W24 Help and advice is available from the welfare officer and reception staff.					
W25 The school does not recommend any other types of accommodation.					

**Leisure opportunities**

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
W26 Students are provided with a wide range of information about events and activities in London in the form of magazines, brochure displays, and a very attractive and engaging social media site, maintained by reception staff. The school is able to book excursions for students with an external travel company.					
W27 The school organises a monthly leisure programme with two activities, such as visits to museums and markets, every month, accompanied by school staff. The programme also includes other events, many in the local Covent Garden area, and many of which are free. The programme takes into account student requests, the suitability of activities for under 18s, and special occasions such as Halloween.					
W28 Each member of staff accompanying an activity draws up a risk assessment in discussion with one of the directors, and this includes guidelines on what to do in situations where students might be at risk.					

**Welfare and student services summary**

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and information are taken seriously and are well met. Homestay accommodation is provided by two accommodation agencies, whose staff are experienced and familiar with Scheme criteria. The accommodation provided is suitable. The school organises an appropriate leisure programme. *Care of students* is an area of strength.

**Care of under 18s**

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

#### Comments

The school enrolls 16 and 17 year-olds on its adult courses. On average there are 30 under 18s over the course of a year, although at the time of the inspection there were none enrolled.

C1 The school has a comprehensive safeguarding policy, which includes procedures for handling allegations, safer recruitment procedures, and dealing with delayed suitability checks. The policy is reviewed regularly and is supported by a code of conduct for staff. The director who is the designated safeguarding lead (DSL) is clearly identified in the policy.

C2 The safeguarding policy is made known to all adults in contact with under 18s. The DSL has received specialist training; the other director has basic awareness training, supplemented by further training in her community role. The safeguarding policy is emailed to all staff on appointment, and they are required to sign to say they have read it and complete a test to show they have understood it. All new staff also have a one-to-one safeguarding briefing with one of the directors.

C4 All staff are DBS checked. One of the accommodation agencies offers homestays for under 18s and the homestay hosts and adults in the household are required to have DBS checks.

C6 Parents of 16 and 17 year-olds sign consent forms for them to travel independently, as well as their agreement to curfews in homestay accommodation. Parents may require an earlier curfew if they wish.

C7 Students aged under 18 who are not living with their family must be in homestay accommodation. Shared residential accommodation is only available to adult students.

#### **Care of under 18s summary**

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 in the school and in leisure activities and the accommodation provided by one of the accommodation agencies that the school works with.