

Organisation name	Alba English, Edinburgh
Inspection date	19–20 April 2016

Section standard	Met	Not met
Management: 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"/>
Resources and environment: 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"/>
Teaching and learning: 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"/>
Welfare and student services: 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 accreditation with a spot check in the first 18 months. However, evidence must be submitted within three months to demonstrate that weaknesses in publicity, and the issues identified in W10, W12 and C4, have been fully addressed.

Summary statement

The British Council inspected and accredited Alba English in April 2016. 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 for details).

This private language school offers courses in general English for adults (16+) and for closed groups of under 18s and vacation courses for under 18s.

The inspection report noted a need for improvement in the area of publicity.

Strengths were noted in the areas of academic management, course design, care of students, and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	April 2016
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not 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	22 October 2012
Ownership	The owner is a sole trader.
Other accreditation/inspection	N/a

Premises profile

Address of main site	86 Causewayside, Edinburgh EH9 1PY
Details of any additional sites in use at the time of the inspection	Spanish Academy of Language and Translation (SALT), 12 Castle Terrace, Edinburgh EH1 2DP Use of two classrooms
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>The school is located on the second floor of a late nineteenth century building in the South Side area of the city, a 25-minute walk from the city centre. The school has four classrooms, an office/reception area, a small teachers' room, a small kitchen/common room and toilets.</p> <p>At the time of the inspection it was using two classrooms in SALT, a building of a similar age located near the city centre, a 20 minute walk from the school.</p>

Student profile

	At inspection	In peak week: April (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	4	4
Full-time ELT (15+ hours per week) aged 16–17 years	1	1
Full-time ELT (15+ hours per week) aged under 16	17	17
Part-time ELT aged 18 years and over	117	117
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	139	139
Minimum age	13	0
Typical age range	20–25 years	20–25 years
Typical length of stay	up to 5 months	up to 5 months
Predominant nationalities	Spanish, Italian	Spanish, Italian
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	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	7
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	4	
Number teaching ELT 20 hours and over/week	3	
Total number of administrative/ancillary staff	1.25	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	1
Certificate-level ELT/TESOL qualification (TEFLI)	6
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	7

These figures include the academic manager(s)

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Courses offered include general English, English for closed groups of juniors (13–17 years) and examination preparation courses during the year. Year-round, 16 and 17 year-olds are enrolled on adult courses. In the summer, courses are offered for open groups of juniors in Edinburgh and a residential course is offered in the Highlands combining English study and outdoor activities. In Edinburgh it is possible for adult students to add *English outside the Classroom* in the afternoon to a morning general English course. At the time of the inspection there were a number of general English and exam preparation courses running and one closed group of juniors.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	18
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
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	121	0
Overall totals adults/under 18s	121	18
Overall total adults + under 18s	139	

Introduction

Alba English was established in 2012 by the school director. She was then, and remains, a sole trader but the intention is to make the school a limited company in the near future. Students on the school's general English and examination preparation courses are mostly from the EU and are embedded in the community, many of them working locally. There is a limited number of students with dependants' visas. Students on the junior courses are also from the EU but are not resident in the UK.

The inspection lasted one and a half days. Meetings were held with the school director, director of studies (DoS), office administrator and the proprietor of SALT. Seven teachers were observed. Focus groups were held with teachers, students and group leaders. One inspector visited three homestays and a hostel.

Management

Legal and statutory regulations

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

Comments

M1 Sampling identified the following issue: there was no CLA notice by the equipment used for copying documents; the school should seek further advice from the relevant statutory/regulatory body.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The structure of management and administration is simple and clear. The hierarchy is relatively flat and staff commented on how easy it was to access management and discuss issues. The school director's functions, when she is absent, are carried out mainly by the academic manager and to a lesser extent by the office administrator.

M3 Duties of all the staff working with ELT students are presented in a summary form on a single sheet. There are no reporting lines and the job descriptions are not dated.

M4 There are 90-minute staff meetings once a month, with 45 minutes for administrative matters and 45 for academic continuing professional development (CPD). The agenda for the meetings has a blank column where action points are recorded.

M5 There are comprehensive human resource policies in place. Those for recruitment are particularly full but reference is made to a level 6 qualification 'normally' being required.

M6 Copies of certificates were present in all staff files sampled, though they were not dated or signed. Copies of references were not present in all cases.

M7 The induction process for both administrative and teaching staff is well developed. Each category has a long checklist with each item on it requiring the new member of staff's initials to signal completion.

M8 Teachers complete a self-evaluation form before being appraised by the academic manager. Other members of staff are appraised by the school director.

M9 The second half of the monthly staff meeting is given over to CPD for teachers and external training for them, if required, is subsidised. Training for other staff, both internal and external, is provided as necessary.

Student administration

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

M13 Email and postal addresses for students are stored on the student portal (in a section that can only be accessed by staff) together with their mobile telephone numbers. Emergency contact details, which in addition to the name include the relationship with the student and confirm that the contact speaks English, are currently kept on paper and are not accessible at all times. A start had been made to transferring them to the student portal where they would be accessible at all times.

M14 There is a clear policy available to students in the student handbook; students are also briefed on the policy by the office administrator at their induction. The policy warns about 'consistent' lateness or absence but does not indicate what attendance percentage would be acceptable. A new attendance register is printed off and given to each teacher who returns it, completed, at the end of the class. The teacher also enters attendance data on the student portal with comments; students can retrieve this information from their pages on the portal.

M15 There is a code of conduct for students in their handbook; they are warned that they may be asked to leave the school, without a refund, if their behaviour is unacceptable or offensive.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" 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 Review of systems, processes and practices is ongoing, featuring in each staff meeting. There is an annual review, in January, of safeguarding and related policies.

M18 The student portal automatically prompts the office administrator to issue an initial feedback form to students after their fifth lesson, which she then collects when it has been completed. The portal also detects when students are due to leave and issues a final feedback form in time for it to be completed and returned. Tutorials with students also serve as an opportunity for feedback between the initial and summative forms. Action taken on the basis of the feedback is recorded.

M19 There is constant informal verbal feedback from teachers and other staff. At staff meetings feedback and action taken is recorded in the minutes.

M20 The procedures and a form for reporting complaints are in the student handbook and on the website. The limited number of complaints made had been recorded, together with the action taken to resolve them.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

Publicity is principally the school's website. The only printed publicity that was seen was for agents.

M21 Met but some Scottish words, such as *ceilidh*, and local activities, such as *climbing Arthur's Seat*, are used without explanation.

M22 Met but photos on the website are not captioned; this may lead to misinterpretation. The school is described as being 'open from early in the morning to late at night'; in fact it is open from 9.00 to 20.00.

M23 Objectives are given and there is a generic description of skills work and activities undertaken but no differentiation between levels.

M24 Times and dates are given for the summer courses. General courses run permanently apart from a four-week period over Christmas and the New Year; this is noted in the publicity. Taught hours are given for the junior and exam preparation courses; on the general courses, students choose their own hours. The maximum class size is given but the minimum age for adult courses was incorrectly stated as 18, when there was a 17 year-old in one of the groups. The minimum age was changed to 16 for adult courses during the inspection.

M25 The required information is given with the exception of indicative costs for the social programme and the fees for examinations.

M28 Teachers are described as 'highly qualified'; only one of them is.

Management summary

Overall, the provision meets the section standard. Most aspects of management are rigorous, and student administration is efficient and thorough. However, there is a need for improvement in *Publicity*. Sampling of documentation revealed an issue in relation to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

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 checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises in the main school are rather limited in size but nonetheless provided a comfortable environment for students and staff. The classrooms at SALT are spacious.

R2 Both premises are in an adequate state of repair and decoration and are clean.

R3 Classrooms are large enough to hold 12 students, the stated maximum number, but in one case in the school the resulting density would inhibit mingling activities.

R4 The only space in the school for relaxation is a small kitchen. Most students use their classrooms to relax before and after study. The school offers free tea, coffee and biscuits to its students and staff. There are a number of reasonably priced cafés in the area.

R6 There is a well-planned teachers' room but it is very small and could not accommodate all the teachers at one time. Teachers tend to use their classrooms for preparation. There is no staffroom at SALT but the teachers are able to use a general office as a preparation area and a spacious cupboard for materials storage.

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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 One of two core textbooks is used for each general course and a suitable exam preparation book is used for each of the exam classes. These books are sold to students for £25 and bought back from them for £20 if they have not been written in.

R8 In addition to the more than 600 class packs (see T12), there is a limited but adequate stock of materials and resources for teachers and there are facilities for producing and reproducing materials.

R9 MP3 players and speakers have recently been introduced to replace older CD players. Staff have been trained in using them.

R10 There is no dedicated area for quiet study and self-access, but classrooms are available in the afternoon for self-access work. The student portal provides opportunities for self-access study on students' own electronic devices.

R11 A limited number of graded readers are available. Information about how to borrow them is given at the student induction.

R12 Teachers write class notes in their section of the student portal and include comments on how the course structure might be improved. The very extensive range of material in the class packs is kept up to date by teachers putting a red dot on material they feel needs to be removed and substituted.

Resources and environment summary

The provision meets the section standard. The school offers a pleasant environment that is conducive to study.

There are sufficient resources for teachers and students and the student portal provides links to self-study activities and supplementary materials.

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 type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments					
None.					

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 checked="" 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 type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments					
<p>T6 Teachers are allocated to classes on the basis of their availability and their preferences. New teachers are assigned to a type of class they are familiar with. More experienced teachers may be encouraged to change their customary type of teaching to maintain freshness.</p> <p>T7 The general English classes take place in the morning as this is when students are best able to attend because of variable work patterns. The examination preparation classes take place in the evening because many of their students work normal office hours.</p> <p>T8 Cover is provided in the first instance by permanent teachers at the school if they are available. If not, the school is able to draw on a pool of suitably qualified teachers resident locally.</p> <p>T9 Continuous enrolment does not apply to the junior and exam preparation classes. It is a constant feature in the morning general classes and is catered for in the course design.</p> <p>T10 Teachers in the focus group reported that they were very well supported by the DoS, the school director and by each other. The teachers' view was triangulated by other staff and evidence from policies and records.</p> <p>T11 Formal observations take place once a year with outcomes fed in to appraisals and CPD. Peer observations are encouraged; cover for the observing peer is provided if necessary. Formal and peer observations are often combined, allowing for triangulated feedback and as an extra CPD dimension.</p>					

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Comments					
T12 The exam preparation courses are designed with a core textbook as the basis and supplemented with in-house materials. Junior courses have a task-based design that favours listening and speaking skills and integrates work on					

the activities that take place every day. The morning, general courses are also based on two textbooks covering the levels from elementary to advanced but with the core and supplementary materials forming some 120 stand-alone, discrete lessons at each level. Each of the lessons is identified by a number and has a title, target language (which may be grammar, lexis or a topic) and references to core textbook pages or sections. There are over 600 packs with core, supplementary and teaching aids, such as laminated teaching aids. The physical packs are duplicated digitally in the teachers' zone of the student portal. These lessons are then taught in order in a given time slot every weekday. Students choose to attend, via the student portal, as many single lessons as they wish and can; they can take between one class (1.7 hours) and 15 classes (25 hours per week.). The portal then draws up a class list for each lesson, which is passed to the teacher. Students in the focus group rated this flexibility and willingness to adapt to their needs more highly than any other aspect of studying at the school.

T13 The course design itself is based on the notion that student needs will vary. There is a section in the teachers' zone on the student portal for class notes; it includes a space for evaluative comments by teachers which feed into the review process.

T14 There are schemes of work that include learning objectives but these are not posted for the morning classes as students are effectively creating their own, personal paths through the course.

T15 There is a lot of advice in the student handbook about autonomous learning and lesson specifications contain links to useful websites. One corridor wall is given over to a display of 17 ways to further learning on your own.

T16 The display of the 17 techniques contains many that suggest ways for students to take their English outside the classroom. A frequently recurring event on the social programme calendar is *Meetup*, an event where students from a number of schools meet in a local venue. In the summer, students can take an afternoon option, *English outside the classroom*.

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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 The school has a 120-item placement test that is completed online. It is followed by a structured face-to-face speaking exercise to confirm the assessment drawn from the placement test and to reach a preliminary evaluation of student needs.

T18 The student portal flags up the need for a 'review' (a one-to-one tutorial) to be conducted after the first five classes attended and then after every subsequent 15. Each language level suite of 120 lessons contains five review lessons.

T21 Information about each student on the student portal can be drawn down and incorporated in an academic report for a student if one is requested.

T22 Advice is available to students in the IELTS preparation class from its teacher. Other students are also advised if they request it and there is a blog that can be accessed via the school website, on further education and Higher education studies in the UK.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	General, junior, exam preparation and one-to-one classes.

Comments

None.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

T25 Learning outcomes	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Knowledge and awareness of linguistic systems was generally good but helpful information, such as word stress, was not often indicated on vocabulary on the whiteboard. Modelling was usually sound except when emphasis given to words led to a strong form being used where a weak one would have been normal.

T24 Language tasks were clearly appropriate to the needs of the students and the aims of the lesson.

T25 Lesson aims were sometimes shared with the students but rarely noted on the board. There was a clear sequence of activities based around a single topic or language area. Lesson plans referred back and forward to other classes and in some cases included the whiteboard layouts that would be used in class.

T26 The lessons for younger students were lively and included short but useful tasks. In general, there was a good range of techniques but opportunities to encourage pronunciation were missed.

T27 The classroom furniture was arranged to suit the needs of the students and use of the whiteboard was generally good with clear zones for different types of information.

T28 Students were frequently praised, though sometimes for sentences that included uncorrected errors. There was too little correction in general and an absence of deferred correction in particular. On occasion, teachers talked too much and did not listen carefully to students.

T29 There was some good concept checking and activities were generally set up to demonstrate that the performance targeted had been achieved.

T30 There was a positive learning atmosphere in most cases and language was pitched at a level that was suitable for the learners.

Classroom observation summary

The teaching met the requirements of the Scheme and ranged from excellent to satisfactory; the majority of it was good. Teachers had planned their lessons thoroughly and used a variety of teaching techniques, materials and resources effectively, though there was insufficient work on pronunciation and too little correction of errors.

Teachers managed the classes well, showing sensitivity to individual students. The atmosphere in all the classes was good and students commented on the excellent rapport with the teachers.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Programmes of learning are managed for the benefit of the students. The teaching observed met the requirements of the Scheme. *Academic management* and *Course design* are areas of strength

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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Overall, this criterion is met in that a number of effective procedures for ensuring the safety and security of students are in place. However, fire evacuation drills at both sites are carried out only once per year, kitchen equipment at the main site is not regularly tested and, although there is a named first aid person, she has not had training. (Subsequent to the inspection, evidence was seen of a booking for an appropriate training course to take place at the end of April 2016.)

W2 Most students on year-round courses are embedded in the community and do not require a high level of pastoral support, but the ethos of care evident in the school indicates that help and support is available when needed. Young learners benefit from a high level of pastoral care from all staff involved in the course and especially from the school director.

W3 All staff, students and group leaders are aware that the school director is the named person for dealing with personal problems.

W4 There is a detailed policy as well as a set of useful procedures, known to all staff, relating to all aspects of abusive behaviour, including those covered by the Prevent strategy. All staff are aware of their responsibilities and have been trained in recognising and reporting areas of concern.

W6 Individual students receive personalised information listing all possible options for travel by public transport to the provider or accommodation from the point of entry into the UK; it includes estimates of cost, relevant bus numbers, references to operators' websites and links to maps. Young learner groups are met at the airport and transported to their homestay accommodation by taxi. A "meet and greet" service is available for all other students on payment of a fee.

W7 All items are covered in the student handbook, sent online before enrolment and also made available in a laminated hard copy on site. Young learners are issued with an attractive welcome pack.

Accommodation profile

Comments on the accommodation seen by the inspectors

Most adult students are embedded in the community and have found their own accommodation before enrolling at the school. The school has a list of about 20 active homestay providers, most of whom accommodate both adults and under 18s. A student hostel, located near the school, is mentioned in publicity and has been used very occasionally; bookings are made directly with the hostel. Three homestay hosts and the hostel were inspected.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 All three homestays, although very different in some ways, were perfectly satisfactory.

W10 Homestay application forms and visits checklists are thorough. Gas Safe certificates are seen, but the school director was not aware that fire risk assessments of all homestay accommodation should be carried out. (A template for homestay providers to use when carrying out a fire risk assessment, designed by the school director, was sent to the inspectors the day after the inspection.)

W11 Re-visits are made within two years and valid Gas Safe certificates are checked and recorded. (See W10 for comment on homestay fire risk assessments.)

W12 An up-to-date database including records of visit and Gas Safe checks was seen. There were no records of fire risk assessments being checked (See W10).

W13 Detailed information about the homestay host, family, home and area, including links to online maps, is sent with confirmation of booking. Information includes the distance to the school on foot and/or by bus, bus numbers and walking distance to the nearest bus stop. Students are advised to buy a travel card. Students are encouraged to contact the homestay host to introduce themselves, as well as to give arrival dates and times.

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 checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W23 The manager of the hostel is first-aid trained; information about other health services is provided.

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 checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W24 Most students already have accommodation before enrolling at the school. Help is available when needed.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W26 Information about the many social, cultural and historical opportunities available in this capital city is attractively displayed on a large map with photographic attachments. Brochures, fliers and Tourist Board booklets are available and some events and venues are highlighted on the school's social media page.

W27 Although most students have family and friends in the community, an interesting and varied programme of events is organised by the school and supervised by members of staff. Events are advertised through social media, notices and direct invitation and take place at least once per week and more often in the summer. Costs, which are usually low, are clearly stated. Supervising staff are made aware of any under 18s in the groups. The leisure programme activities for the young learners groups are interesting, varied, integrated into the curriculum and carefully supervised by teachers.

W28 Risk assessments for on-site and off-site activities are detailed, are reviewed after each activity has taken place, and revised if necessary.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Overall, the measures to ensure safety and security are effective and the provision of a high level of pastoral care is an essential part of the school ethos. Accommodation is suitable and well managed but urgent attention needs to be paid to the production of fire risk assessments by homestay hosts. The leisure programme is interesting, varied and well suited to the needs of different types of students. *Care of students* and *Leisure opportunities* are areas 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 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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

A small number of 16 and 17 year-old students enrol on adult courses. Short (one week) language development and activities courses for closed groups of young learners (13–17) are offered. The course running at the time of the inspection had 17 students enrolled. Students are accompanied by group leaders. One under 18 student was attending the adult provision.

C1 The school has a clear, comprehensive safeguarding policy written in accessible English. Shortened versions of this policy are issued to all staff and homestay providers. The full version is published on the school website.

C2 The lead person for safeguarding is trained to specialist level and the deputy to advanced level. All staff have received training at basic level. Safeguarding and Prevent training are also provided for homestay hosts. Staff and homestay provider handbooks contain an appropriate code of practice, guidance in recognising indications of concern and clear reporting procedures.

C4 Although the safeguarding policy covers all relevant aspects of safer recruitment, there were gaps in its implementation in that suitability checks had been carried out only for the two teachers teaching on the young learners' course and two of the main course teachers, who could potentially be teaching under 18 students on adult courses. Two references are not sought for all teachers and no references are sought for homestay providers.

Care of under 18s summary

The provision meets the section standard. Overall, there is a high level of awareness of the need to safeguard under 18 students and some good policies and procedures are in place to ensure that under 18 students are safe, but more rigorous recruitment procedures are needed for all staff and homestay hosts who are in contact with young people.

