

Organisation name	Babylon School of Languages, Salisbury
Inspection date	13–14 September 2016

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, with a spot check of the summer junior residential course if it is run in 2017.

### Summary statement

The British Council inspected and accredited The Babylon School of Languages, Salisbury in September 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](http://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.

Strengths were noted in the areas of premises and facilities, and teaching.

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

## Organisation profile

Inspection history	Dates/details
First inspection	2012
Last full inspection	2012
Subsequent spot check (if applicable)	June 2014
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	Arabic and translation services and cultural training
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Babylon School of Languages, Oman

## Private sector

Date of foundation	2011
Ownership	Babylon Translations Limited Company number: 08774405
Other accreditation/inspection	N/a

## Premises profile

Address of main site	The Hall, 4 New Street, Salisbury SP1 2PH
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	<p>Sarum College, 19 The Close, Salisbury SP1 2EE. Sarum College is a former theological college located in Salisbury Cathedral Close about five minutes' walk from the school. The school rents two small rooms there for use at peak times for small adult groups or one-to-one classes.</p> <p>Appleford School, Shrewton, Salisbury SP3 4HL. The school advertised a junior residential and homestay summer school at this private school outside Salisbury in 2016. The course did not run but the school is offering a similar course at the same location in summer 2017.</p>
Profile of sites visited	The Hall is a Grade 1 listed building on one of the principal streets in the centre of Salisbury. It comprises an entrance hall, six classrooms, a large computer room, two student common rooms, a teachers' room, a staff kitchen, a small enclosed courtyard and various offices. Two or three offices on the ground floor are let to independent consultancies. The building is owned by the company. One inspector also briefly visited Sarum College (see above).

## 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	5	15
Full-time ELT (15+ hours per week) aged 16–17 years	9	20
Full-time ELT (15+ hours per week) aged under 16	14	40
Part-time ELT aged 18 years and over	12	15
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	40	90
Minimum age	15	12
Typical age range	22–24 / 14–16 (YL)	22–24 / 12–17 (YL)
Typical length of stay	4 weeks	2 weeks
Predominant nationalities	Spanish, Italian	Spanish, Italian, Czech
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	5	8

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	8
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	3	
Number teaching ELT 20 hours and over/week	1	
Total number of administrative/ancillary staff	6	

### Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	0
Certificate-level ELT/TESOL qualification (TEFLI)	4
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
<b>Total</b>	<b>4</b>

These figures exclude the academic manager(s)

Comments
The teachers at the time of the inspection included the assistant director of studies (ADoS) who was being assisted by the school to gain a TEFLQ qualification. The above figures do not include the academic manager but do include the ADoS because she was timetabled to teach during the inspection.

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

Comments
Although publicity advertises a number of courses (for instance examination preparation, English for business, one-to-one or military English), only general English courses for adults and for closed groups of under 18s have been provided in the last year. Students aged 16–17 are occasionally enrolled on adult courses but most students are in their early twenties or older. A significant number are part-time.

## 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	0	23
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	17	0
<b>Arranged by student/family/guardian</b>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
<b>Overall totals adults/under 18s</b>	17	23
<b>Overall total adults + under 18s</b>	40	

## Introduction

The Babylon School of Languages was established in Salisbury in April 2011 by Babylon Translations Limited. That company, founded in 2001, originally to provide Arabic language services and related intercultural training for military personnel, saw a gradual growth in demand for English language training, and founded the school to meet that demand. Babylon Translations Limited also has a Babylon School of Languages in Oman teaching English and some Farsi and Somali to the Omani military at various military sites.

The Salisbury school, which had only four students at its first inspection in 2012, remains small. Today it accepts adults (16+) as full-time and also part-time students, the latter mainly living and working locally. It also accepts closed groups of under 18s and plans to run a residential summer course for under 18s in separate school premises in a village near Salisbury in 2017.

At the time of this inspection there were two adult classes running, at Common European Framework of Reference (CEFR) levels C1/B2 and B1/A2, and two classes of Italian young learners in a closed group. A new principal/academic director joined the school in early June 2016. His predecessor, the academic director, had been in post since August 2014.

This inspection lasted nearly two days. The inspectors had meetings with the managing director and owner, the finance and administration manager, the principal and academic director, the registrar and welfare officer, the marketing and student services officer, the ADoS, the teachers and a group of adult students and a group of young learners. They each observed the four teachers teaching. One inspector visited the residence and two homestays.

## 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 type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

M3 There are up-to-date job descriptions for all staff. However, job titles are not always consistent in different documents.

M4 Channels at all levels are open and effective. The school's managing director and owner, who is himself an experienced language teacher, is present at the school on most days. In such a small school, much communication is informal and face-to-face or by email but there are also weekly teachers' meetings, with the minutes emailed to those unable to attend, and formal management board meetings every two months. Homestay hosts are invited to social events once or twice a year.

M5 Appropriate human resource policies are implemented for all staff, and the school employs a specialist firm to ensure compliance with statutory regulations.

M9 There is a formal two-page policy on professional development and funding to ensure staff are trained to meet the needs of students and the organisation. (See also T10.) Where feasible, funds are provided for staff to attend external conferences and training events or to develop their personal skills or levels of qualification. The present principal's predecessor received support to do an MBA. All staff have had basic safeguarding training and managers have had training to Advanced Level.

### 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 type="checkbox"/>	
M15 Students asked to leave course	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

M13 Although up-to-date records of local contact details are maintained, the school does not routinely collect and hold records of students' next of kin or other designated emergency contact details.

M15 Staff and students are not made aware of the conditions and procedures under which a student may be asked to leave the course.

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

## Comments

M17 Reports on student and group feedback are periodically produced, and there is an annual review at the start of the year of the school's policies.

M19 Staff feedback is invited at the weekly teachers' meetings and any action taken is recorded in the minutes of the following meeting. There is also a suggestion box in the teachers' room.

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

## Comments

The school's primary publicity is its website, but it also produces attractive small brochures every year for its year-round courses and planned junior residential summer school.

M21 The language in publicity is accurate and clear, although some of the vocabulary in the brochure would be accessible only to advanced-level students.

M22 Although a number of courses are advertised which have not been run recently, publicity makes clear that running them would be dependent on a minimum course size of four. The description for the business English course of 'a purpose-built business suite' is likely to raise unrealistic expectations.

M24 The required information is provided except for the minimum age, which is given in the brochure but not on the website. However, this omission was corrected immediately following the inspection and is now satisfactory.

M26 Accommodation is generally described accurately. However, the school's residence was inaccurately described on the website as single sex/male only. However, the description was removed immediately following the inspection.

M27 There are suggestions for places of interest that students might like to visit, with links to more information and entry costs, but there is not yet a description of the school's own recently-introduced social programme.

M29 The logos of a number of membership and examination bodies appear next to the Accreditation Scheme marque. The term 'accreditation bodies' is incorrectly used to describe organisations that do not accredit.

## Management summary

The provision meets the section standard. The management of the school operates effectively to the benefit of its students. Communications between managers, staff and students are good. Overall, the publicity is accurate and raises realistic expectations of the school's courses, facilities and services.

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>
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#### Comments

R1 There is ample space in the Grade 1 listed premises, including several elegant high-ceilinged rooms and a fine staircase. Staff and students said they appreciated the building and enjoyed the environment it provided.

R2 The building is clean, well maintained and in a good state of repair. Its decoration includes some outstanding features.

R4 There are two spacious and comfortable student lounges, one for adults, the other for young learners. The adult lounge has a range of comfortable seating, noticeboards, a computer, a fridge, free tea and coffee-making facilities and a pay-on-trust tuck shop. A choice of food outlets is available locally. The young learners' lounge, where they eat the packed lunches provided by their homestay hosts, has comfortable seating, some board games, a large-screen TV and a grand piano.

#### 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 Adult students buy a coursebook, or borrow one if their class is nearing the end of the book when they enrol. A variety of appropriate materials is available for young learners.

R8 A good range of supplementary materials is available to teachers in their staffroom at the top of the building, including skills, examination and methodology books, and a folder on various aspects of British culture. There is a photocopier/printer on the ground floor and computers in the classrooms, but none in the staffroom. The teachers commented on this lack, although they told the inspectors they thought that generally the school's academic resources were good.

R9 Most classrooms are fitted with interactive whiteboards (IWBs) and all the teachers at the time of the inspection had had previous training and experience in their use.

R10 The computer room has 16 PCs fitted in stations suitable for use for secure external English language examinations. They are also used for self study and class research projects. A list of suitable ELT websites is available to students for self access, and for class use there is a further PC for the teacher linked to an IWB.

R12 The management responds promptly to any reasonable request from the teachers for new materials.

#### Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The school building provides an appropriate, comfortable and attractive learning environment for the students, and its learning resources support and enhance their studies. The premises also provide a comfortable and professional environment for the staff.

*Premises and facilities* is an area of strength.

#### 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 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**

T4 The principal/academic director has many years' experience and is TEFLQ. His ADoS is TEFLI and is completing a TEFLQ qualification.

T5 A rationale for the role and responsibilities of the ADoS in the school's academic management team was provided, and was accepted in the context of this inspection.

**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 type="checkbox"/>	<input checked="" type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Comments**

T9 Continuous enrolment presents a particular challenge to teachers because, as well as the possibility of new students arriving any Monday, part-time students may attend for any three mornings a week. In addition, the general English course is coursebook based. There is no formal guidance given to teachers on how to manage the problems that potentially could arise from the school's system of continuous enrolment and some students' part-time attendance.

T10 There are weekly teachers' meetings, with the minutes circulated to those unable to attend. Since joining the school, the principal/academic director has introduced monthly in-house development sessions, and his feedback from lesson observations is an important source of guidance, development and support. When new teachers are employed, his policy is to pair less experienced with more experienced colleagues. The school pays half the subscription cost for teachers to join an online teacher development club, pays half the cost of a course leading to a TEFLQ qualification in return for a two-year commitment to the school and, where feasible, funds attendance at external events.

T11 The principal/academic director's target is to observe all teachers twice a year. Since joining the school in June 2016 he has observed them all once.

**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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 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 current general English course structure is coursebook based, paced over a 12-week 'term'. The coursebook series may be changed to avoid students' repeating the same book.

T14 Course outlines and intended learning outcomes are available from the coursebook, from a weekly plan teachers post in their classrooms, and the lesson aims which most teachers put up on the classroom boards or IWBs.

T15 Most teachers include study and learning strategies in their lessons, and introduce students to online resources and an education platform and network. However, the inclusion of independent learning strategies in the course programme is not systematic.

T16 Students are encouraged and helped to develop their language skills outside the classroom and benefit linguistically from their stay in Salisbury and the UK. The inspectors saw the young learners preparing to carry out a survey of members of the public on aspects of British culture, and then reporting back and analysing the results. In the general English course there is a culture-based class at the end of the week, and occasional local teacher-led walks, projects and activities.

**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 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**

T18 Teachers give their classes a coursebook-based progress test at the end of each week and longer-stay students have a tutorial.

**Classroom observation record**

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	Adult and young learner classes.

**Comments**

Two classes were combined for a project. The combined class was observed separately by both inspectors.

**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 checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 Teachers generally demonstrated a sound knowledge of the language and linguistic systems. In particular, there was good awareness of pronunciation and judicious use of phonemic script. However, there were a small number of incorrect collocations given as examples.

T24 The content of all lessons was appropriate and the chosen topics were interesting. The choice of the project for the young learners on their short course in the UK was excellent.

T25 Most teachers made students aware of their intended learning outcomes by putting the aims up on the board or IWB. In all cases, teachers had planned clear aims and achieved them through a coherent sequence of activities.

T26 A good range of appropriate teaching techniques was used. There was effective instruction and concept checking, good elicitation and some examples of effective controlled oral practice. At times, perhaps too much use was made of yes/no questioning, but matching activities and true/false exercises were used well to encourage discussion and develop and check written and listening comprehension.

T27 The classroom resources and environment were generally well managed. Pairs and groups were arranged and rearranged, and the IWB, internet, video clips and wall charts were effectively used to promote and support learning. Boardwork was clear with, in most cases, the purposeful use of colour.

T28 Teachers provided encouraging feedback to their students, especially when monitoring pair and group work, and there was some skilful prompting of self and peer correction. However, in some instances opportunities to provide correction were missed by teachers when intervention could have been helpful to the individual and, perhaps, to the whole class.

T29 In some lessons, for instance a lesson on recounting anecdotes or the project lesson, the learners were able to evaluate their own learning by the end of the activity.

T30 The teachers were able to engage all the students in their lessons. They maintained a brisk pace, varied activities, personalised the lesson content, managed pair and group work well and achieved a good rapport with their students and a positive learning atmosphere.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a good standard. Lessons were thoughtfully planned to meet the needs and interests of the students. Resources were used effectively and a good range of teaching techniques was employed. Feedback and correction were handled sensitively and in most cases well, and there was a positive atmosphere in all the classes. *Teaching* is an area of strength.

### Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are appropriately qualified and experienced, and are given a good level of support to ensure their teaching meets the needs of their students. Although some further work needs to be done to ensure the course programmes can meet the varied needs of all the students in classes at all times, the academic management is sound and the courses are effectively run for the benefit of the students. The teaching observed meets the requirements of the Scheme. *Teaching* is an area 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 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 type="checkbox"/>	<input type="checkbox"/>	
W4 Dealing with abusive behaviour	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

### Comments

W1 There is good provision for the safety and security of students on school premises. The premises risk assessment is up to date and is reviewed annually, first aid provision is good and fire drills are carried out twice a year, and recorded. There is a coded keypad entry to the front door, and visitors are required to sign in and out. Staff wear lanyards. The consultancies who have offices in the building are on the ground floor and do not use other school facilities.

W2 Provision for pastoral care is good. The school staff all know the students well and understand the importance of ensuring they are well supported. The welfare officer, who is also the registrar, is introduced at induction and is easily accessible in her office on the ground floor. The students in the focus group commented on the friendliness of all school staff. There is a dedicated multi-faith room for reflection/prayer on the first floor.

W4 The school's policy for dealing with abusive behaviour is in the staff handbook. However, it is not clearly made known to students and is not in the newly revised student handbook. The school has a Prevent policy and related risk assessment in place, the Prevent lead and all other staff have completed appropriate training and information has been sent to homestay hosts. The school is meeting its responsibilities well in this area.

W7 Students are provided with a range of very useful information about living in the UK, expressed in accessible language, in their handbook. Further advice and help is readily available from school staff.

W8 All students on courses of 15 hours a week or more benefit from the school's insurance, which covers emergency medical treatment. There is some information in the student handbook regarding medical treatment but no information about the need to pay for any non-urgent dental treatment.

### Accommodation profile

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

The school offers homestay accommodation for adult students, and young learners who come in closed groups. Most of the homestays are within walking distance of the school, or a short bus ride away. Accommodation is on a

half-board basis for all students, but young learners are also provided with a packed lunch every day. The school also has a residence, a large house opposite Salisbury Cathedral, with nine student rooms, a kitchen, sitting room and garden to the rear. Residential accommodation is available for adult students only. At the time of the inspection two members of staff and two group leaders were staying there.

One inspector visited two homestays, both hosting young learners, and the residence.

#### 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 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 Both homestays visited provided a very satisfactory standard of accommodation with all the required services in place. Hosts were welcoming and obviously prioritised the well being of their young students. The residence also provides a satisfactory standard of accommodation.

W12 All records showed that the required information was in place.

W14 There is an initial questionnaire and an online end-of-course questionnaire for adult students. Young learners are asked at induction whether they are happy in their accommodation and the marketing and student services officer, who is responsible for accommodation, checks closely with the group leaders throughout their stay to ensure that any issues can be identified and dealt with promptly.

#### 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 checked="" 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

W17 Hosts receive a useful and clearly expressed handbook, which includes details of booking and cancellation arrangements.

#### Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

W22 Rooms and common areas are cleaned weekly.

W23 The member of staff staying in the residence is trained in first aid. The first-aid box was in need of renewal and a new one was purchased during the inspection.

**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 type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Comments**

W25 The school has a list of hotels and guest houses which it recommends but these have not been visited or monitored in any way.

**Leisure opportunities**

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" 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 have access to information about social, cultural and sporting events in the city on noticeboards around the school, in their common room and on the school's website.

W27 The school organises a weekly leisure programme which includes events held in school, such as quiz nights and barbeques, and some in the city such as treasure hunts, ghost walks or pub nights. On Saturdays there is an excursion to other places of interest, including London or Bath. Students spoke very positively of the programme.

W28 There are thorough risk assessments, including practical guidelines on how to respond to situations where students are at risk, for all events included in the leisure programme. There is a checklist for each activity which the accompanying member of staff signs, and a section for feedback to be completed after each activity.

**Welfare and student services summary**

The provision meets the section standard. There is good provision for the safety and security of students on school premises and pastoral provision is good. Students receive useful information about living in the UK. Accommodation provided is suitable and managed to the benefit of students. The leisure programme is appropriate and well organised. Students need to be informed about the school's policy for dealing with abusive behaviour.

**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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 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 students aged 16 and 17 on its adult courses and accepts closed groups of young learners aged 12–17 throughout the year. At the time of the inspection there were no under 18s on adult courses and 23 Italian students aged under 18 on a one-week closed group course.

C1 The school has a detailed and comprehensive set of policies relating to safeguarding, safer recruitment procedures and suitability checks, as well as codes of conduct for staff and students. The designated safeguarding

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lead is the welfare officer and she is responsible for its implementation.

C2 The policies are made known to staff at induction, to homestay hosts in their handbook and to group leaders in their briefing on arrival in the school. All staff have received safeguarding training at appropriate levels.

C3 There is no description of the level of care and support given to students under 18 in the school's publicity materials. Although some work has been done to produce parental consent forms in relation to supervision arrangements and authorising medical treatment, these are not yet in place.

C4 The school has a comprehensive safer recruitment policy in place. All staff have been DBS checked and police checks are on file for the group leaders. The main carer in homestay accommodation is DBS checked and work has started on setting up suitability checks for all adults normally resident in the household.

C5 Young learners have classes in rooms on a different floor from the adult classes, and have their own common room and toilets. Supervision ratios are good. The leisure programme for the closed groups is tailored to the requirements of each group. The one-week programme for the group in school at the time of the inspection was varied and included afternoon activities and excursions, as well as four evening activities, one of which was sports in the sports hall of a local independent school.

C6 Rules are made clear to students at induction and the closed group programme is sent to the homestay hosts. There are curfew times on a sliding scale according to students' ages and the hosts visited were very clear about the rules. However, currently there is no parental consent form informing parents/guardians about unsupervised time outside scheduled activities. See C3.

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

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The provision meets the section standard. The school's policies relating to safeguarding are comprehensive, staff training is well established and safer recruitment procedures are in place. School staff and hosts understand their responsibilities towards students aged under 18. There are currently no parental consent forms in place.

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