

Organisation name	Bristol Language College
Inspection date	16–17 February 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.

Summary statement

The British Council inspected and accredited Bristol Language College in February 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+), for closed groups of under 18s and vacation courses for under 18s.

Strengths were noted in the areas of quality assurance, and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	March 2015: spot check to confirm extension of accreditation from Southampton Language College
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	Accredited by extension
Other related non-accredited activities (in brief) at this centre	Spanish, German and French language classes
Other related accredited schools/centres/affiliates	Tompkins Educational Group schools in Portsmouth, Southampton, Winchester
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2007
Ownership	Tompkins Educational Group

Premises profile

Address of main site	2 Portland Place, Pritchard Street, Bristol BS2 8RH
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school occupies the whole of a five-storey Georgian-style building in central Bristol. There is a total of six classrooms with a reception area and teachers' room on the ground floor, a student lounge, kitchen and private study area in the basement and two classrooms on each of the upper three floors. There are four single toilets, three on each of the mezzanine levels and one in the basement. On the top floor there is also a small relaxation area between the two classrooms, which is furnished with a sofa, tables and chairs.

Student profile

	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	96%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	31	55
Full-time ELT (15+ hours per week) aged 16–17 years	0	2
Full-time ELT (15+ hours per week) aged under 16	0	4
Part-time ELT aged 18 years and over	20	28
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	51	89
Minimum age	18	12
Typical age range	20–30	15–30
Typical length of stay	12 weeks	4 weeks
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	3	4

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	8
Number teaching ELT under 10 hours/week	2	
Number teaching ELT 10–19 hours/week	3	
Number teaching ELT 20 hours and over/week	2	
Total number of administrative/ancillary staff	3	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
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	1
Total	7

These figures include the academic manager(s)

Comments

The director of studies (DoS) has a teaching timetable of 15 hours a week.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input 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

Students aged 16 and 17 are occasionally enrolled on adult courses. There were none at the time of the inspection and a total of four since July 2015. There are occasional one-to-one classes. Two were taking place during the week of the inspection but were not seen as they were not taking place during the days of the inspection. Junior courses are run in the summer and are for 10–15 year-olds.

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	8	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
<i>Staying with own family</i>	0	0
<i>Staying in privately rented rooms/flats</i>	43	0
Overall totals adults/under 18s		
	51	0
Overall total adults + under 18s	51	

Introduction

Bristol Language College (BLC) was opened in September 2014, the newest school in the Tompkins Educational Group (TEG). TEG is a family-run organisation, started in 2007, which currently has accredited language schools in Southampton, Winchester and Portsmouth, where the organisation has its headquarters.

The school had a spot check in March 2015 as an extension organisation to the TEG school in Southampton. This report is of the Bristol school's first full inspection.

The principal of TEG has overall responsibility for operational control and management of all the schools in the group. He is TEFLQ and an experienced teacher trainer. He visits each school in the group at least every fortnight, often once a week, and is in regular contact by phone or email at other times. The DoS and office manager were both recruited from within the TEG organisation, having worked previously at the Portsmouth school and, in the case of the DoS, also at the Chichester school, which has since closed. The DoS is also one of the two vice principals within the TEG group.

BLC offers general English courses year round to students aged 16 and over, with the majority of students being over 21. Students can choose to study for 15, 20 or 25 hours during the day or take a part-time evening course, which runs on two evenings a week. Morning classes are in general English with communication skills and examination preparation classes in the afternoon. Private, individual classes are also available. During the summer junior courses are offered for students aged 10–15. The school also offers classes in modern foreign languages and has run courses in Spanish and German during the last year.

The inspection lasted a day and a half. The inspectors had meetings with the principal/owner, the DoS and the office manager/welfare officer. All teachers were observed. Focus groups were held with the teachers and with eight students. One inspector visited three homestays.

Management

Legal and statutory regulations

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

Comments

M1 Sampling identified the following issue: there were no CLA guidelines by the photocopier and staff were unaware of photocopying limits within the terms of the photocopying licence; the school should seek further advice from the relevant regulatory body.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input 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 checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure within TEG is clear. The principal/owner assumes overall responsibility for operations in all the schools. The DoS at BLC reports to the principal and runs the school on a day-to-day basis with the office manager. The office manager reports to the DoS and to the TEG registrar, based in Portsmouth. Being a small school, key staff at BLC have varied responsibilities; the DoS is one of two vice principals in the TEG group and also teaches in the mornings, while the office manager is responsible for administration, accommodation, welfare, care of under 18s and the social programme. The DoS and office manager work closely together and are able to provide cover for each other.

M3 Job descriptions are prepared in head office and are clear, thorough and complete, with good referencing to safeguarding responsibilities.

M4 There are both formal and informal channels of communication which work well. Fortnightly meetings are held with all staff where day-to-day issues are raised. There are also six-monthly meetings with company wide key staff, where DoSs and office managers are able to interact with their counterparts in other schools. The principal/owner and the registrar visit the school regularly, usually on at least a fortnightly basis.

M5 Procedures for recruiting staff are clear and thorough and there are human resources policies for developing teaching and administrative staff.

M7 The induction procedure is clear. Written information is contained in the staff handbook and new members are talked through policies and procedures with either the DoS or the office manager. An induction checklist ensures that all points are covered.

M8 Organisation policy is clear and thorough and documented in the staff handbook. It includes information on the probation period and assessment of performance. All staff have been appraised within the last year.

M9 Fortnightly sessions are held for all staff and training has been provided in issues such as safeguarding, the Prevent strategy and using the new database. Following on from these meetings, there is usually a teacher development session specifically for teachers. See T10. Attendance at meetings is paid.

Student administration

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

Comments

M10 The office manager is supported by two assistants and an intern and cover arrangements are good. All office staff are very friendly and welcoming. The DoS also shares this office space, which promotes collaboration between

the management team.

M11 Information on courses is presented clearly and simply on the website and the majority of students arrive knowing that they want to study a general English course. Those wanting information on examination courses, or extra skills lessons, are advised by either the DoS or the office manager, who is also a former teacher.

M12 Enrolment procedures work smoothly and well. TEG schools use a school management software system which BLC staff reported finding very helpful and easy to use.

M14 Students are given clear information about punctuality and attendance in the student handbook and at their induction meeting. Absences are followed up according to the policy outlined on the website and in the handbook.

M15 The policy on student behaviour outlines possible sanctions clearly and accessibly.

Quality assurance

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

M16 All the points raised from the previous spot check have been addressed, although one point needs further development. See C3.

M17 The TEG group uses British Council inspections to inform practice across its schools and takes feedback and recommendations from the inspections to the other schools in the group.

M18 There are thorough systems in place for collecting feedback from students. Feedback questionnaires are collected at the end of the first week, mid way through a course and at the end of the course. The forms are clear and accessible to students and results are fed back to the relevant staff as well as being displayed in graph form in the student lounge. Topics for teacher development sessions are often decided as a result of this feedback.

M19 Feedback from staff is collected both formally, through a twice yearly feedback form, and informally through day-to-day contact. Recent issues raised have included the quality of internet provision, which the school management is seeking to address with a new Wi-Fi system.

M20 The complaints procedure is clear and accessible to students. There was documented evidence of a complaint having been appropriately handled.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 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 type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M29 Accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The website is the main medium of publicity, with a brochure for agents and a brochure that can be downloaded from the internet. In addition there are tri-fold leaflets.

M21 The new website (November 2015) offers clear, simple and accessible information on the school and the courses it runs. Embedded within the website is a video which introduces key members of staff and gives students information about the courses, the school and Bristol itself. Translations in seven languages are being prepared, with the first, in Spanish, going live immediately prior to the inspection.

M22 The publicity raises realistic expectations, although some of the courses on offer have yet to run.

M23 Course descriptions are simple but clear and pitched at an appropriate level.

M25 The costs of courses, examinations and the cost of course materials is all explicit and easy to find.

Accommodation costs are also made very clear. However, there is no indication in the publicity of the approximate costs of the leisure programme.

M26 The accommodation is described in an accessible style and the benefits of staying with homestay providers are clearly presented.

M27 The leisure programme is described well in the video and a current programme can be downloaded from the website. The advantages of this regular and very popular teacher-led programme are not made as clear as they might be.

M29 The British Council logo is used instead of the Accreditation Scheme marque on the flyers. It was also present in certain sections of the website, but this was rectified during the inspection.

Management summary

The provision meets the section standard. Sampling revealed an issue in relation to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up. The management of the provision operates to the benefit of the students and staff and communication is good. Student administration works well and senior staff use inspections and feedback as part of their quality assurance procedures. The school's publicity is attractive, mostly accurate and raises realistic expectations. *Quality assurance* is an area of strength.

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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises are spacious and provide a comfortable environment for both staff and students.

R2 The school has been freshly decorated and all areas are well maintained. The liberal use of large mirrors to reflect light contributes to the sense of space throughout.

R3 All the classrooms are large enough for the maximum number of students, with tables and chairs fitting comfortably within the allocated space. They are well lit and ventilated. One classroom also has a relaxation area within it, equipped with a sofa and armchair.

R4 The student relaxation area is comfortably furnished with sofas and armchairs. There is a kitchen where students can help themselves to free tea or coffee and heat up meals, as well as a dining area with tables and chairs. There are plentiful opportunities for buying food from the large shopping centre five minutes' walk away.

R5 All signs are clear and the information displayed on noticeboards is written in clear accessible English.

R6 The teachers' room is a good size with two large sash windows, providing a great deal of natural light. It is furnished with tables arranged centrally so that teachers are encouraged to work collaboratively. There is some storage space, a photocopier and laptops for teachers to use, as well as teaching and learning resources. Teachers and administrative staff use the same kitchen and tea and coffee making facilities as the students.

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 The school policy is to use a coursebook for approximately 50 per cent of course time. This is made clear to both teachers and students on the website and in the handbooks. The cost for the first coursebook is included in the enrolment fee and any subsequent coursebooks needed are charged at the same flat fee, specified on the website. The coursebook is supplemented by extra materials, which are largely photocopies.

R8 The teachers' resources are well maintained and easy to access. There is a supply of up-to-date materials, a photocopier and printing facilities.

R9 There are interactive whiteboards (IWBs) in three of the school's six classrooms. In-house training has been provided but the staff are still hesitant to use them. Facilities for playing CDs or DVDs are in every classroom.

R10 Although there is no self-access centre as such, there is an area for quiet study available in a room leading off the student lounge. No self-access materials are provided. A bookcase in the reception area contains a small but well-maintained selection of DVDs and graded readers that students may borrow.

R12 The DoS is able to access funds for new materials and makes purchasing decisions together with the principal/owner in response to student or teacher feedback. The DoS also invites teachers to attend meetings with visiting publishers.

Resources and environment summary

The provision comfortably meets the section standard. The school provides a comfortable and attractive environment for its students and staff. It is adequately equipped with the learning resources needed to support students' studies.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T2 One of the teachers does not have a TEFL qualification.

T3 A rationale for the teacher was provided and accepted in the context of this inspection. She has 19 years' experience and is currently studying for a diploma in TESOL.

T4 The academic team comprises the DoS and, since January 2016, an ADoS. The DoS is TEFLQ and has 15 years' EFL experience, with five and a half years in TEG. The ADoS is TEFLI and has five years' experience.

T5 The duties of the ADoS include administrative work, updating social media and liaising between the DoS and the teachers. The DoS provides good support, undertakes observations and designs the continuing professional development (CPD) programme. The deployment of the academic management team is appropriate.

Academic management

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

T6 Teachers are initially allocated lessons according to their preference and experience. They keep a class for a

term (approximately three months) and are then assigned a different level. In this way all teachers will eventually gain experience of teaching all levels.

T8 Cover is currently provided by a TEFLQ teacher who has no timetabled lessons. The ADoS and DoS are also able to cover some afternoon and evening classes if necessary.

T9 Students are able to start a course on any day of the week. Teachers are notified as soon as possible of any new arrivals and notes in the teachers' handbook give tips on how to accommodate new students and keep existing students motivated.

T10 There is a teacher development programme with sessions usually held every two weeks. These have been led by the DoS but there are plans to involve the teachers in leading sessions in future. The content is determined by feedback from teachers and from observations by the DoS. Recent topics have included teaching examination skills and safeguarding and welfare issues.

T11 The DoS observes all the teachers formally with written feedback, and informally as a 'drop in', twice a year. Observation notes sampled were detailed but had not been signed by the observer or the teacher and there was no clear action plan for teachers to follow in order to improve and develop their teaching.

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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The course structure is largely determined by the coursebook, which is made clear to both teachers and students through school publicity and handbooks. There are schemes of work being developed by the TEG group for all the coursebooks used. There was a scheme of work available to teachers for each of the levels on offer during the time of the inspection.

T13 Teachers are regularly asked for feedback on the coursebooks being used and this, together with feedback from students, informs decisions made.

T14 There is a syllabus for all levels available to students in the student lounge. However, this is a very detailed document and does not contain clear, easy to understand statements describing course outlines or learning outcomes.

T15 Study and learning strategies are implicit in some of the coursebook materials used but there is little explicit reference to promoting good independent study skills and little evidence of this in the lessons observed.

T16 The school social programme is an integral and popular part of the school (see W27) and students are actively encouraged to use their English in different ways on these events. The lessons themselves, however, do not fully make use of these events to extend students' learning in the class.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" 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 Approximately 75 per cent of students arrive having already taken an online placement test. Those who have not done so are assessed with a short oral interview and placed in a suitable class as quickly as possible. The test is administered later and students' levels checked with their teachers during the first day. Changes are made as necessary.

T18 Students' progress is monitored informally with regular discussions between teacher and student and also formally with end-of-course tests and level tests.

T19 IELTS and external general English examination preparation classes are offered, with the greatest uptake

being for IELTS. Students generally arrive knowing which examination they want to take, and why, but are offered assistance in making these choices if necessary by either the DoS or the office manager, who has teaching experience.

T21 Individual reports are given to all students when they leave. These contain detailed assessments of the student's level in different areas, their progress and a comment by the course teacher with suggestions for future improvement. If students complete a full three month course they also receive a more formal certificate.

T22 Students are given informal support and advice on university education in the UK.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English, IELTS and communication skills
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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 The majority of the teaching observed showed that teachers had sound knowledge of the language and planned lessons with clear explanations and appropriate modelling of target structures.

T24 Lesson plans demonstrated care and attention to the learning needs of individual students. However, opportunities were missed to target the linguistic difficulties of the specific nationalities within the classes.

T25 Lesson plans were clear and logical with a coherent sequence of relevant activities. In some classes the aims were clearly displayed on the whiteboard and referred to during the lesson.

T26 A variety of appropriate techniques was observed in most lessons, including good eliciting, individual and choral repetition, prompting and concept checking. Teachers were able to vary their approach and language according to the level of the students in the class.

T27 The classes observed were generally managed well with clear instructions and appropriate seating arrangements. Good use of audio equipment was noted. In all lessons observed the whiteboard was used to record vocabulary, but often random words were written up without any context or associated helpful information.

T28 A collaborative approach to feedback and correction was seen in all lessons observed. Teachers used prompting effectively and encouraged students to correct each other where possible. There was evidence of good management of students' different abilities within the class and appropriate use of praise.

T29 In some lessons students were referred back to work done previously and were encouraged to see the progress made.

T30 Students were active, busy and engaged in all lessons observed. Teachers demonstrated a positive and caring attitude to their students, which students commented on very positively in the student focus group.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to good, with the majority of lesson segments observed being comfortably satisfactory. Knowledge of the linguistic systems of English was generally sound, and teachers were able to adapt their language to the students' level. Lesson plans were clear and coherent and showed an understanding of the individual students' personalities, although not of their specific linguistic needs. Classroom resources were used effectively and techniques were generally appropriate. Students were engaged and there was a positive learning atmosphere in all classes.

Teaching and learning summary

The provision meets the section standard. Almost all the teachers are appropriately qualified and supported by both the DoS and each other to ensure their teaching meets the needs of the students. The courses are well structured and managed to the benefit of the students and the procedures for placing and monitoring learners' progress work well. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

W1 Measures are in place to ensure the safety and security of students while in the school. The front door is kept locked and students enter using a code. Visitors are required to sign in/out. A risk assessment of the premises has been carried out and regular fire drills are held and recorded. There is currently only one trained first aider on the staff.

W2 All staff know the students well and prioritise their well being. The office manager and her administrative team, all friendly and approachable, spend time in the social area at breaks, checking that students are happy and involved in school activities. Information about local places of worship is readily available.

W3 The office manager is the named person and is introduced at the welcome meeting, and referred to in the student handbook. There are photos of all staff in reception so students know who to go to if they need to talk about any problems.

W4 The school has a policy and procedures for dealing with abusive behaviour, all expressed in clear language and summarised in the student and staff handbooks, and on posters in the school. The senior management team is making good progress in addressing responsibilities relating to the Prevent strategy. The Prevent Lead for the organisation is the registrar, based in the Portsmouth school. All staff in the Bristol school have done online Prevent training with follow-up face-to-face training in school. An e-safety policy is in place and is summarised in student and staff handbooks.

W7 A range of useful advice about living in the local area is given in the student handbook, which is attractive and very clearly expressed in accessible language. Staff are also available at breaks and lunchtimes to provide further information and advice.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers homestay accommodation, either with meals (breakfast and dinner, and lunch at weekends) or self-catering, when students have full access to the kitchen to prepare their own meals. The school has a database of homestays, some within walking distance and some up to 45 minutes away by bus. Some homestays host students under 18. One inspector visited three homestays.

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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The three homestays visited provided comfortable accommodation with all the required services in place. Hosts were welcoming and well aware of their responsibilities when hosting students.

W11 The member of staff responsible for accommodation left the school in January 2016 and her responsibilities have been taken over by the office manager. She will undertake the first round of re-inspections of homestays due in 2016.

W12 Records of visits to homestays are up to date. Records sampled did not all have evidence of required Gas Safe certificates. The homestay provider handbook has clearly expressed information about fire risk assessments, including a sample completed form, but there was no evidence on file of fire risk assessments having been completed by hosts. Immediately following the inspection all hosts were instructed to provide the required documentation as a matter of urgency, and many responded. Those hosts with missing documentation are no longer used by the accommodation staff and evidence of their status on the database was sent to the inspectors. All eight students in homestay accommodation at the time of the inspection were with hosts whose documentation is complete.

W13 The confirmation of accommodation booked has all the required information except for the approximate cost of travel between the homestay and the school. The cost of a weekly bus pass will be added to the relevant profiles of homestays.

W14 Students complete an initial questionnaire in their first week; the questionnaire is detailed but user-friendly and provides a range of useful information for the accommodation officer. There was evidence of rigorous follow up of issues and action taken recorded.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" 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 homestay provider handbook with clearly expressed practical information, including detailed information about safety in the home, as well as terms and conditions.

W19 The homestay provider handbook states clearly that two students with the same first language may not be placed in the same homestay unless a specific request has been received. However, a Spanish-speaking student who arrived in the week before the inspection had been placed in a homestay already accommodating another Spanish-speaking student from the school.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

The school does not offer residential accommodation.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Comments

W24 Very practical advice about renting independent accommodation is given in the student handbook. The office manager and her administrative team are available for further support if necessary.

W25 The school does not recommend any other accommodation.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Students are provided with a wide range of information about local cultural and sporting events on noticeboards and on the school's social media pages. The school has a specially developed TEG social app which all students are encouraged to download to gain access to information about the school's leisure opportunities; students also organise their participation in activities using an app-based group they set up themselves.

W27 A varied programme of activities is offered each week, led by teachers and very much appreciated by students who enjoy the opportunity to socialise with each other and their teachers. Events include a weekly coffee afternoon in a different local café each week, a cinema visit, a book club, games evenings and activities which help students to understand local culture. Excursions are organised to places of interest such as Oxford or London.

W28 Written risk assessments are in place for every activity and each is signed off by the person responsible for each activity. The risk assessments do not all have clear guidelines on how to respond to situations where students are at risk.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The school offers a safe and secure environment for students and pastoral care is appropriate. Accommodation provided is suitable and managed to the benefit of students. A varied and very popular social programme is run every week. *Leisure opportunities* is an area of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school accepts students aged 16 and 17 throughout the year and enrolls them on the adult courses. Numbers so far have been low. Closed groups of young students from the age of ten are accepted in the summer and are accompanied by group leaders. Summer courses for students aged ten to 15 are offered.

C1 There is a comprehensive safeguarding policy in place with evidence of review by the vice principal of the Southampton school. The registrar based in the Portsmouth school is responsible for its implementation.

C2 The policy is made known to all staff, homestay hosts and group leaders, all of whom are required to sign that

they have read it. The registrar and the office manager have received advanced safeguarding training and all staff have received basic awareness training, as well as further in-house training.

C3 Parents receive a parents and group leader handbook prior to enrolment with detailed and clearly expressed information about the level of care and support given to students aged under 18. There is minimal information on the website.

C4 Suitability checks are carried out on all school staff, main carers in homestays hosting under 18s and group leaders. Declarations are on file for other adults in homestays hosting under 18s. References are not requested for homestay hosts.

C5 Attendance of students aged 16 and 17 on adult courses is checked and absences followed up immediately. Students aged under 16 in closed groups are taught in classrooms on the top floor and with supervised breaks at different times from students on adult courses. There is a programme of supervised daily activities for closed groups; some afternoon activities take place in school as there are no adult courses then.

C6 Rules are made clear to students in the student handbook and to hosts in the homestay provider handbook. The school sets curfews for students under 18. Parental permission forms regarding supervision are on file. Seeking parental permission for young students to go the shopping centre to buy lunch on their own is inappropriate and a tighter level of supervision needs to be defined by school staff based on their knowledge of the local environment.

C7 Students aged 16 and 17 are in homestays with meals, or living with family members. Students in closed groups are placed in twin rooms in homestays in areas where they can travel into school together with their group leaders.

Care of under 18s summary

The provision meets the section standard. The safeguarding policy is made known to all adults in contact with under 18s and appropriate staff training has been completed. Safer recruitment practice is followed although references for hosts are not requested. Arrangements for the safety and supervision of under 18s, and for their accommodation, are satisfactory on the whole although lunch arrangements for younger students need better supervision.
