

Organisation name	British Study Centres Manchester
Inspection date	4–6 April 2017

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 continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in C1 and C4 have been addressed.

Summary statement

The British Council inspected and accredited British Study Centres Manchester (formerly Manchester Academy of English) in April 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation 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 area(s) of staff management, quality assurance, academic management, course design, learner management, teaching, care of students and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	1993
Last full inspection	July 2013 (as Manchester Academy of English)
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	October 2016
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Externally validated pre-service and in-service ELT training leading to certificate and diploma level qualifications.
Other related accredited schools/centres/affiliates	British Study Centres (BSC) Brighton, Edinburgh (formerly Edinburgh Language Centre), London Central, London Hampstead (formerly Hampstead School of English), Oxford, York (formerly English Language Centre York), Young Learners, and English Studio London (the latter not part of the BSC group).
Other related non-accredited schools/centres/affiliates	West London College; English Studio Dublin;

Private sector

Date of foundation	1991
Ownership	Experience English Ltd Company number: 4040338 Experience English Ltd is part of the BSC Group Ltd.
Other accreditation/inspection	N/a

Premises profile

Address of main site	St Margaret's Chambers, 5 Newton Street, Manchester M1 1HL
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 upper four floors of a five-story building in central Manchester, leased until 2020. On the ground floor are shops. There are 22 classrooms, a computer room, a student lounge, a prayer room, two staff rooms, a copier room and a staff kitchen, plus various academic, administrative and management offices, and a lift.

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	77	145
Full-time ELT (15+ hours per week) aged 16–17 years	50	23
Full-time ELT (15+ hours per week) aged under 16	50	33
Part-time ELT aged 18 years and over	1	4
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	178	205
Advertised minimum age	16	9
Actual minimum age	16 (12 for closed groups)	9
Advertised maximum age	N/a	17, summer young learners

Actual maximum age	N/a	N/a
Typical age range	12–59	10–56
Typical length of stay	8 weeks	2 weeks
Predominant nationalities	Korean, Kuwaiti, Italian (not including groups, from Austria, UAE; Thailand).	French, Italian, Korean; Omani, Spanish and Swiss (not including groups).
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	93	79

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	17	18–25
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT 10–19 hours a week	11	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	3	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	2
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	5
TEFLI qualification	12
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	17
Comments	
None.	

Course profile

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

Comments

The main provision is of general English for adults aged 16+ who can choose courses of 12.5, 16.6, 20.8 or 25 hours per week. Young learners are accepted in groups throughout the year and for a six-week period in July and August there is open enrolment for individuals and groups. There are also examination-preparation courses for IELTS and Cambridge examinations, and one-to-one preparation is available on request for TOEFL, TOEIC and BULATS examinations. English for specific purposes courses, for instance military or medical English, are also available on request but have not been provided in the last 12 months.

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	16	99
Private home	0	0
Home tuition	0	0
Residential	11	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	8	0
Arranged by student/family/guardian		
Staying with own family	0	1
Staying in privately rented rooms/flats	43	0
Overall totals adults/under 18s	78	100
Overall total adults + under 18s	178	

Introduction

British Study Centres (BSC) Manchester, formerly the Manchester Academy of English, is a well-established school in the centre of the city and is part of one of the largest groups of schools in the UK. It offers general English for adults (16+) and also accepts young learners for courses in summer and in closed groups throughout the year. The school is one of four owned by the Experience English group, and is currently in the process of merging with the BSC (British Study Centres School of English) group of schools. It is a member of Equalls.

This inspection took two and a half days. The inspectors had meetings with the head of school, the academic manager (AM) and his assistant (AAM), the operations manager, the compliance officer, the accommodation and welfare manager and the school administrator. They also had meetings with a group of teachers, groups of adult

students and young learners, three foreign group leaders, and observed all the teachers teaching. One inspector visited three homestays, a student house and a residence. The two inspectors had earlier that month also inspected BSC London Central and the BSC head office in London.

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 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M4 Communication channels within the school and within the BSC group are open and very effective. In the school, teaching and administrative staff have regular meetings and there are inter-school meetings among managers and sales and reservations staff. Weekly and monthly reports are shared between schools across the group. There are also scheduled telephone calls and conferences. Senior directors make regular visits. The staff reported they felt well informed about changes and developments within the group.

M5 Human resource (HR) policies are comprehensive, fair, well communicated and up to date. The school benefits from expert HR advice and support from the group and from cloud-based software resources.

M7 Staff induction procedures are very well documented. There are comprehensive staff and teacher handbooks and checklists. New staff in Manchester are also given a 'Mapping Manchester' induction to the city.

M8 Staff have annual appraisals and a six-monthly follow up. Performance is reviewed, training needs are identified and where necessary a 'Performance Improvement Plan' is produced and implemented. Teachers' appraisals are linked to observations.

M9 As well as many professional development opportunities for teachers (see T10 comments below), the school has provided a range of training recently including risk assessment training, safeguarding training at appropriate levels for all staff, Prevent training, fire-marshall and first-aid training. It has also provided individuals with training, for instance, in ELT management, visa management, teacher training, examination centre management and invigilation, and welfare officer training.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

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

M13 Students' contact details are checked and, where necessary, corrected on their first day, and re-checked every three months. They are accessible at all times to senior managers and to the person responsible for the emergency telephone.

M14 There is a clear attendance and punctuality policy made known to students and staff. However, the punctuality policy, which specifies a maximum time beyond which late students may not be admitted to class, does not appear to be implemented. Moreover, although attendance is effectively recorded and monitored and absentee young learners promptly followed up, the procedure for finally excluding persistent absentees does not appear to be being implemented. The inspectors found one student's attendance was 13.6 percent and another's 32.9 percent, yet they had not responded to warnings.

M15 The conditions and procedures under which a student may be asked to leave the course are not clear to students and staff.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 There is an annual quality plan, informed by staff surveys, produced for the former English Experience schools (Manchester, York, Edinburgh and London Hampstead) and similar to the BSC schools 'development plan'. The process of merging the former English Experience and BSC schools is requiring the review of all systems and processes and the adoption of best practices from the two organisations.

M18 On their first day students complete an initial feedback sheet and, on leaving, end-of-course adult and young learner questionnaires. Any problems identified from the first-day questionnaires are promptly circulated to relevant managers and addressed. The results of leavers' questionnaires are analysed and circulated to appropriate staff. There is a separate group leaders' questionnaire. A student council meets quarterly. Students' satisfaction with all aspects of their course including welfare is checked at their regular tutorials and their bi-weekly meetings with their teachers.

M19 Feedback from staff is obtained at the monthly teachers' meetings, at their twice-yearly appraisal meetings, and from leaving staff who complete an 'exit questionnaire' before their leaving interview. Under the previous owners there were anonymous all-staff surveys but these have apparently fallen into abeyance.

M20 There is a clear complaints policy and procedures. The inspectors were provided with records of complaints since 2012, and the school's responses to them.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school's publicity is produced jointly for all the schools in the group. It consists of both printed brochures and a website.

M21 The language of publicity is generally clear and accurate, and is available in translation in several languages. However, some of the language in the terms and conditions is unnecessarily difficult in its structure and lexis for lower level students (or parents) to understand.

M22 Publicity raises realistic expectations about the premises, location and services. The inspectors noted that the adult course publicity did not mention that young learner courses were sometimes also run in the same premises, but this information was added to the website during the course of the inspection and is no longer a point to be addressed.

M23 There are clear, detailed descriptions of course content on the website and in the brochures. Course levels are explained, with progression routes and possible course combinations for prospective students to select from.

M25 An approximate fee for the IELTS examination was missing from the publicity for Manchester, but it was added to the website during the course of the inspection and is no longer a point to be addressed.

M26 Accommodation is accurately described. For homestay accommodation, the maximum travel time from homestay to school was given as 45 minutes. This information was amended on the website to one hour during the course of the inspection and is no longer a point to be addressed.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the school is very experienced and operates efficiently to the benefit of its students. Its publicity is accurate and raises realistic expectations. *Staff management* and *Quality assurance* are areas 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 type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

R2 The premises are clean and in a satisfactory state of repair. The state of decoration is currently just adequate.

R4 There is a spacious student lounge for adult students. Young learners usually relax and have their packed lunches in their classrooms.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	

Comments

R7 Adult students are provided with coursebooks on loan and given supplementary materials. Young learners are given or lent appropriate materials.

R8 The school has a very extensive choice of materials for teachers, both in paper form and from a stock of online materials. Resources are well organised and accessible, and include both up-to-date materials and well-tried

classics. In addition to course and skills materials, there are teacher reference resources, sets of dictionaries, examination practice and ESP materials, good facilities for printing and photocopying, and two computers linked to printers and the classroom projectors.

R10 There is a computer room with 12 PCs but it is not a full self-access facility. Students can use it for quiet study.

Resources and environment summary

The provision meets the section standard. The learning resources and environment support and enhance the studies of the students enrolled at the school, and offer an appropriate professional environment for staff.

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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T4 There is a strong academic management team of two with, together, more than 20 years' experience at the school. Both are diploma-level qualified; the AM is also a qualified teacher trainer and the AAM has a second diploma in ELT management.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are matched thoughtfully to courses. Members of the core team of teachers are moved down a class-level every four weeks so they are in a better position to judge who in their new class level will be ready to move up a level. This system also gives them regular experience of teaching at all levels, from elementary to advanced. Returning young-learner groups are usually taught by the same teacher as before so that group leaders and class teachers get to know one another. Less experienced teachers work alongside more experienced teachers or teacher trainers on the closed-group courses.

T7 The timetabling of students, teachers, courses and classrooms is managed well. Adult and young learner classes have separate timetables. Classes are allocated to classrooms according to their sizes and to the rooms' equipment.

T8 There are sound arrangements for covering absent teachers. In the first instance, one of the academic managers will provide cover. A retired member of the teaching staff is willing and usually able to provide cover at short notice or a member of the teacher-training team can be called in.

T9 For adult general English classes, enrolment is continuous. This is effectively managed. New students arrive on the Monday when they are tested, interviewed, have an academic induction to manage their expectations and are allocated to classes. Teachers are given details of their new students at lunchtime. In the afternoon the new students have an interactive tour of the city, a pronunciation workshop where they are introduced to the phonemic chart, are issued with their timetables and attend a 'conversation club' class, which established students are encouraged to attend. The new students join their classes on the Tuesday morning. The adult courses run on a ten or 12-week cycle or 'term', depending on the coursebook series in use at that time, so the new students can see where they are within the framework of the coursebook syllabus.

T10 The arrangements to provide teachers with guidance and support are very good. New teachers have a thorough induction and there is an up-to-date Teachers' Handbook. There are internal professional development sessions every month, and teachers are encouraged to attend external events such as those organised by English UK North, NOWDOSA (North West Director of Studies Association) and IATEFL. Teachers have the opportunity to prepare and give a demonstration lesson to trainee teachers, or to create syllabuses and teaching notes for new afternoon courses. Recently these have included a history course, a music course and an 'Experience English Life' course.

T11 All teachers are formally observed twice a year. They receive oral feedback and thorough and constructive written feedback, which sets relevant targets where appropriate. They are encouraged to arrange peer observations twice a year with a colleague, and cover for these is provided; and they are invited to be observed by trainees from the teacher-training department.

Course design and implementation

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

Comments

T12 There are written structures for all the courses and optional additional components. The adult general English course structure, which is described as essentially communicative, is based on one of several selected coursebook series. The selected series is used at all its levels at the same time, and then changed to the next series. The courses are supported by a general English curriculum at the five CEFR (Common European Framework of Reference) levels which describes what learners at those levels should be able to do in listening, speaking, reading and writing. The young learner courses are not book based but follow a four-week syllabus at five levels, with guidance for the teachers on suitable materials and activities.

T14 Teachers' weekly schemes of work are posted on classroom walls. These begin with a statement by the teacher about what he or she plans for the class to be able to do by the end of the week. The academic manager has recently introduced a system for regularly reviewing the schemes. Also on classrooms walls are posted the CEFR levels, described in terms of 'can do' statements for each level.

T15 The school has a 'Learner Training Strategies' syllabus at four levels (A1 to B2), elements of which teachers are asked to incorporate into their weekly schemes of work, and to re-cycle items as appropriate to match the changing profiles and needs of their classes.

T16 The Experience English approach to teaching and learning is summarised in what it calls its 'Three Pillars – Authentic locations, Immersive activities, and Innovative learning.' In practical terms, 'Immersive activities' means teachers and students using Manchester as a resource. There was evidence that this is done. The template for their weekly scheme of work asks teachers what immersive activities they plan. This might be, for instance, some desk-based research on Manchester past, present and future. If all the students agree, teachers can take their classes out to a local museum or gallery on a field trip. The importance of using English outside the classroom is emphasised: in the bi-weekly checklists students complete and discuss with their teachers, there is the question, 'How do you use English outside the classroom?'.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T18 Students do a weekly test devised by their teacher, which is marked and the results recorded in the class registers. Every two weeks they complete a bi-weekly checklist which is monitored by their teacher and discussed

while they work. Every month each student has a five-minute tutorial with the AM or his assistant at which progress is reviewed and any appropriate action points are agreed and entered on the 'Academic management tutorial' form. T19 Care is taken to ensure that students booking an examination course have a good chance of success. Before being accepted, they complete a pre-course test and may, where appropriate, also have an online interview. T21 At the end of their courses all students receive a certificate and a report. The report shows course, attendance, level, and the student's language ability described in seven can-do statements. Then follow comments by the teacher and a brief study plan for the future. Additional reports for sponsors may also be produced. T22 Students can sign up to attend a free session with an external university placement counsellor who advises on course choices and helps with UCAS applications. Three students had made use of this service in the last year. They also have the possibility of transferring to BSC Hampstead which offers a specific university pathways foundation programme.

Classroom observation record

Number of teachers seen	17
Number of observations	17
Parts of programme(s) observed	General English for adults and short courses for three closed groups of young learners.
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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input 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 Most teachers showed a very good knowledge and awareness of the use of English and the linguistic systems underlying it. There was accurate and effective modelling of pronunciation, with good use made of phonemic charts. Teachers helped students develop their awareness of L1/L2 contrasts to promote learning.

T24 Teachers had selected motivating, age and culturally appropriate materials including video and audio to engage their students. All segments observed had been carefully planned around a coherent, series of purposeful activities.

T25 Lessons led to relevant learning outcomes. Weekly schemes of work are posted in classrooms so students can see what is planned, and some teachers also displayed the day's 'menu' of learning activities on the board.

T26 A range of teaching techniques was observed, appropriate to the needs of the group and of individual students. Good use was made of elicitation and of controlled oral practice of both individual words and connected speech. Check questions were sometimes used effectively although in a few lower-level classes the questions were not graded carefully enough for the level of the students.

T27 Teachers promoted learning by the effective management of their classrooms and resources. Although some classrooms were rather small, the students, especially in young-learner classes, were moved around into different configurations or involved in writing on the board or collecting information posted on the walls. Course materials, including appropriate authentic materials, and the interactive projectors were used effectively. Boardwork was accurate and clear, and some teachers enhanced their boardwork with the purposeful use of colour.

T28 Some excellent encouragement and praise was given, especially to lower level students who were struggling with handwriting or pronunciation. Various correction techniques were observed including delayed correction, encouraged self-correction, peer correction and reformulation by the teacher followed by individual or whole-class practice.

T29 Most lessons included activities to evaluate whether learning was taking place including written phases or other tasks within the lesson monitored by the teacher, or end-of-session reviews and the setting of relevant homework. Some teachers included useful references to and checks on previous lessons and/or previewed what was to follow.

T30 In almost all the lesson segments observed, the students were fully engaged and enjoying their lessons.

Teachers had selected motivating learning materials and activities, nominated their students effectively and maintained a good pace throughout their lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a high standard overall, ranging from satisfactory to excellent. Teachers showed a sound knowledge of the linguistic systems of English, and had planned their lessons with care to meet the needs of their students. They used a range of appropriate teaching techniques and motivating resources, including authentic materials, to achieve a positive learning atmosphere and the relevant learning outcomes they had set.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given good support to ensure their teaching meets the needs of their students. The different courses the school provides are well managed to the benefit of students. The teaching observed met the requirements of the Scheme. *Academic management, Course design, Learner management and Teaching* are areas of strength.

Welfare and student services

Care of students

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

Comments

W1 Provision for the safety and security of students is very good. There is coded key entry to the building and CCTV covering external areas and internal corridors overseen from the reception area. Visitors and 16/17 year-olds enrolled on adult courses sign in and out. There is a clear and relevant health and safety policy. A detailed annual risk assessment of the premises is carried out by the full-time maintenance co-ordinator, who also conducts monthly checks. Fire safety equipment and procedures are regularly tested and checked. There are trained fire marshals and eight staff trained as first aiders. Electrical testing is up to date. The induction procedure for new students includes a walk-through of the fire evacuation procedure, and full evacuation drills take place twice a year. There is a major incident management plan in place.

W2 Pastoral care and support for all students is of a high standard. At induction the accommodation and welfare manager (AWM) gives a presentation which explains the welfare and support procedures. All staff, including teachers, are aware of the importance of their pastoral role. A 'Welfare Clinic' run by the AWM is widely advertised throughout the school and is well used. A quiet multi-faith room is available for religious observance.

W3 The AWM is clearly identified to all students and introduces herself at all inductions. Her office is easy to find and can provide a suitable space for confidential meetings with students. Students in the focus groups readily identified the AWM and her role and commented that all reception staff were approachable and available. A suitably qualified and experienced member of the administration team is able to cover the AWM's role when required.

W4 The policy and procedures for dealing with abusive behaviour are known to all students and staff. The need to respect others is made clear at induction, in the student agreement and student handbooks and on noticeboards. However, some of the language on the notices is difficult for less advanced students to understand.

W5 The emergency contact number is given in the pre-arrival welcome letter and again at induction, when students are advised to enter the number into their phones. The emergency phone is shared between four members of the student services team. The administration team meet on Monday morning to discuss any calls or incidents that have occurred over the weekend.

W7 The induction meeting for new students includes a presentation of information about the school staff, the timetable, personal safety, school rules and other relevant advice. There are other printed notices and handbooks for both adults and young learners, but this information is sometimes inconsistent or incomplete.

Accommodation profile

Comments on the accommodation seen by the inspectors

The inspector visited three homestays, a student house and a residence. The three homestay providers were all able to take either adults or under-18s. The student house and the residence provide independent living for students aged 18 and over. The student house has six rooms. The residence is for students aged 18 and over. The school has the use of two flats each with six rooms and a kitchen/common room in 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 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 All the accommodation visited was of a good standard. All facilities and services were provided as appropriate to the age of the students.

W12 Registers for the accommodation arranged by the provider are generally accurate, comprehensive and up to date. Annual Gas Safe certificates and fire risk assessments are requested and copies are kept. The AWM is in the process of collecting references for all homestay providers.

W14 The AWM meets all the new students on the first day. All students complete a first-day questionnaire which asks them to rate various aspects of their accommodation. The completed questionnaires are seen by relevant staff by the end of the morning and, where necessary, acted upon immediately. Satisfaction with accommodation is also monitored through tutorials and students' ready access to student services staff.

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 checked="" type="checkbox"/>	<input 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 There is a Homestay Handbook which gives homestay providers information on the facilities and services that should be provided. The information is generally fine in relation to adult students but it does not specify arrangements and requirements for under 18s enrolled in adult courses and in young learner groups. Some very limited information is given in the booking letter sent to hosts.

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

Comments

W22 In both the student house and the residence students are responsible for their own routine cleaning and laundry. Cleaning equipment and bed linen is provided. The provider cleans and prepares the rooms before arrival and there is a weekly clean of the kitchen and the communal areas.

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

Comments

W24 There is an informative notice in the student lounge giving advice on living in rented accommodation. A more detailed booklet is also readily available and is practical, comprehensive and clear. Student services staff will provide help where requested.

Leisure opportunities

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

Comments

W26 Information on activities and events in the area is attractively displayed in the student lounge and on notices around the building. A section of the noticeboard is available for students to suggest and advertise activities that other students might like to join. The school administrator, who is responsible for the social programme, monitors the suggestions for appropriacy. Social media are used effectively to give further information.

W27 There are separate arrangements for leisure programmes for the young learners and the adult school. The programme for the young learner closed groups is arranged by the reservations department when the group books. The operations manager takes responsibility for arrangements for activities and excursions. She has a team of approximately five activity leaders who accompany the group leaders and are appropriately trained and DBS-checked. Comprehensive feedback on each activity is gathered from the group leaders and used to inform future programmes. The programme for the adult school is managed by the school administrator. It includes a weekly programme of varied activities, including a conversation club (at a local café or venue), movie night, bowling, five-a-side football and weekend excursions. The programme is appropriate for the adult students. The quarterly student council meeting includes discussion and feedback on the leisure programme.

W28 There are thorough risk assessments for all leisure programme activities. They are signed off by the manager and the person leading the activity. The form provides an opportunity to add any other areas that need to be addressed.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of both the adult and the young learner students for security, pastoral care, information and leisure activities are taken very seriously and are met. The accommodation provided is suitable, and the management of the accommodation systems works to the benefit of the students. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

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

C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The school accepts groups of young learners aged 12–17 throughout the year. Outside the summer period the young learners come in closed groups with their own group leaders. In the week of the inspection approximately 60 per cent of the students were young learners in three closed groups from Thailand, Austria and the United Arab Emirates. There were two 16/17 year olds enrolled on adult courses.

C1 There is a group safeguarding policy operating across all schools (former BSC and former EE). It is co-ordinated by the group safeguarding lead based at Brighton. The policy is relevant to the context in which EE Manchester operates, but given the high proportion of young learners currently at the school and the city centre location, additional risks need to be assessed. The designated safeguarding lead (DSL) and the deputy designated safeguarding lead (DDSL) are clearly identified in the policy.

C2 The safeguarding policy is made known to all adults in contact with under 18s. Both the DSL and the DDSL, as well as the head of school, have specialist safeguarding training. Two other members of staff have advanced training. All other staff have basic awareness training.

C3 The BSC website gives an accurate description of the level of care given to students under 18. The FAQs (frequently asked questions) section of the EE website provides similar information.

C4 The school has a policy of renewing DBS checks after three years. For staff this is automatically signalled by the computer system. For homestay the school requires DBS checks for all adult members of the household. The homestay database is able to identify those hosts who have not had a DBS check or who have passed the three-year mark, but one host visited by the inspector did not have a DBS check even though she had been hosting students, including under 18s, for several years. There is therefore a concern that some homestay hosts who accept under 18s may not have a current DBS check.

C5 Good arrangements are in place within the school to ensure the segregation of students on junior and adult courses. Students under the age of 16 are not placed in classes with students of 18 years or older. There are separate break times and separate toilets. There is sufficient supervision of the afternoon activities and excursion programme provided by school activity leaders as well as the group leaders, who are only responsible for their own students.

C6 Arrangements for the supervision and safety of students outside scheduled activities are satisfactory and staff, hosts and group leaders were aware of the rules for what students may do. The rules are given in various places: at induction, on notices, on the parental consent form and in some of the internal documents. However, the information is inconsistent in places and there is no clear or unified set of rules for students, staff and other relevant users to access.

C8 Arrangements are in place to ensure there can be two-way 24-hour emergency contact between the school and the parents or legal guardians.

Care of under 18s summary

The provision meets the section standard. There is an appropriate provision for the safeguarding of students under the age of 18 within the school and in leisure activities and accommodation provided. However, some of the processes and procedures need to be tightened up in order to ensure they remain robust for the periods when the school has high numbers of under 18s.