

|                   |  |
|-------------------|--|
| Organisation name | Experience English Young Learner summer centres and supplementary as British Study Centres Juniors |
| Inspection date   | 25–29 July 2016; 1 and 3 August 2017   |

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

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

### Recommendation

We recommend continued accreditation.

### Summary statement

The British Council inspected and accredited Experience English (Young Learner Schools) in July 2016 and as British Study Centres Juniors (BSCJ) in August 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language teaching organisation offers vacation courses in general English for under 18s.

Strengths were noted in the areas of staff management, quality assurance, premises and facilities, learning resources, course design, care of students, leisure opportunities, and care of under 18s.

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

**Organisation profile: multicentre**

**1. Collated data for whole organisation (including eligible centres not inspected)**

| Inspection history  | Dates/details   |
|---|---|
| First inspection  | 2008  |
| Last full inspection  | 2012 and in July 2016 (as Experience English Young Learner summer centres)  |
| Subsequent spot check (if applicable)   | N/a   |
| Subsequent supplementary check (if applicable)                                      | August 2017   |
| Subsequent interim visit (if applicable)  | N/a   |
| Current accreditation status  | Accredited  |
| Other related non-accredited activities (in brief) by this multicentre organisation | N/a   |
| Other related accredited schools/centres/affiliates                                 | Hampstead School of English, Manchester Academy of English, Edinburgh Language Centre, English Language Centre York, English Studio London<br>BSC London Central, BSC Oxford, BSC Brighton (Note: Hampstead, Manchester, Edinburgh and York also carry the BSC brand) |
| Other related non-accredited schools/centres/affiliates                             | English Studio Dublin   |

**Private sector**

|                                |   |
|--------------------------------|---|
| Date of foundation             | 2002  |
| Ownership                      | British Study Centres School of English Ltd. (part of BSC Group Ltd.)<br>Company number: 04331708 |
| Other accreditation/inspection | N/a   |

**Premises profile**

|  |  |
|--|--|
| Address of HQ  | Experience English, 62-66 George Street, Edinburgh EH2 2LR<br>Head office of BSCJ (apart from City Football Language School) from September 2016: 2 <sup>nd</sup> Floor, 37 Duke Street, London W1U ULN; Divisional office: The Shaftesbury Centre, Percy Street, Swindon SN2 2AZ  |
| Addresses of centres offering ELT at the time of the inspection                            | <u>July 2016</u><br>Reeds School, Cobham, Sandy Lane, Cobham KT11 2ES (not used in 2017)<br>Kings College, London Bridge, Guy's Campus, London SE1 1UL<br>City Football Language School, Etihad Campus, Manchester M11 4TQ<br>Telford College Edinburgh, 350 West Granton Road, Edinburgh EH5 1QE (not used in 2017)<br><br><u>August 2017</u><br>Ardingly College, Haywards Heath RH17 6SQ<br>Kings College, London Bridge, Guy's Campus, London SE1 1UL<br>City Football Language School, Etihad Campus, Manchester M11 4TQ<br>LVS Ascot, London Road, Ascot SL5 8DR<br>Cheltenham Ladies' College, Cheltenham GL50 3EP<br>Wycliffe College, Stonehouse, Gloucestershire GL10 2JQ<br>Oxford Brookes University, Oxford OX3 7PT |
| Addresses of any additional centres not open or offering ELT at the time of the inspection | N/a  |
| Profile of sites visited   | <u>July 2016</u><br>Two centres were inspected: Reeds School, Cobham, and the City Football Language School, Manchester.<br><br>Reeds School is a residential school in the Surrey countryside, equidistant between Oxshott and Cobham, and approximately 40 minutes from London by train. The school has a range of sports facilities, including an indoor swimming pool, all-weather sports pitches and student common rooms. The staff office and staffroom are next to the student common rooms. Three classrooms were in use. Boys and girls were accommodated in separate buildings.   |

The City Football Language School makes use of the extensive training and coaching facilities of the Manchester City football club at the Etihad campus, some ten minutes' drive from the centre of the city, and the adjacent Connell Sixth Form College. The college is a modern purpose-built building with a large assembly hall, refectory and café on the ground floor and nine classrooms and a large staffroom on the first floor. Students were bussed to and from the Manchester University residence where they had breakfast and dinner; evening activities took place in the residence.

August 2017

LVS Ascot is an independent boarding school for boys and girls aged 4–18 located a short distance from Ascot town centre. BSCJ has use of ten classrooms, a common room, staff offices, a dining hall, a drama studio, an arts and crafts room, and a theatre (for morning meetings, evening activities and graduation ceremonies). They also have access to a sports hall, an indoor heated swimming pool, playing fields and tennis courts. There are three residences located next to the teaching and activity facilities. Some of the facilities are used by other organisations but this does not inconvenience BSCJ.

Ardingly is an independent boarding school for boys and girls aged 4–18 near Haywards Heath. BSCJ has use of ten classrooms (one of which can be used for arts and crafts), a staffroom, an activities room, staff offices, a dining hall and a hall for meetings and activities. There are sports facilities, including two sports halls, sports fields, tennis courts, an all-weather pitch and a venue for supervised water sports. There are two residences located within five minutes' walk of the teaching and activity facilities. The area used by BSCJ is segregated from other users of the college.

| Student profile   | Collated totals at time of inspection: all centres |      | Collated totals in peak week: Cobham w/s 11 July<br>Telford/ CFLS w/c 25 July<br>London Bridge w/c 4 July |      |
|---|--|------|---|------|
|   | 2016   | 2017 | 2016  | 2017 |
| Of all international students, approximate percentage on ELT/ESOL courses | 100  |      | 100   |      |
| <b>ELT/ESOL students</b> (eligible courses)                               | At inspection                                      |      | In peak week  |      |
| Full-time ELT (15+ hours per week) 18 years and over                      | 29   | 0    | 22  | 0    |
| Full-time ELT (15+ hours per week) aged 16–17 years                       | 213  | 80   | 243   | 185  |
| Full-time ELT (15+ hours per week) aged under 16                          | 297  | 700  | 393   | 1660 |
| Part-time ELT aged 18 years and over                                      | N/a  | N/a  | N/a   | N/a  |
| Part-time ELT aged 16–17 years  | N/a  | N/a  | N/a   | N/a  |
| Part-time ELT aged under 16 years   | N/a  | N/a  | N/a   | N/a  |
| <b>Overall total</b> of ELT/ESOL students shown above                     | 539  | 780  | 658   | 1845 |
| Minimum age   | 9  | 8    | 9   | 8    |
| Typical age range   | 12–17  |      | 12–17   |      |
| Typical length of stay  | 2 weeks  |      | 2 weeks   |      |
| Predominant nationalities   | Chinese, French, Italian, Spanish                  |      | Chinese, French, Italian, Spanish   |      |

| Staff profile                                    | Collated totals at time of inspection: all centres |      | Collated total in peak week: July all centres |      |
|--|--|------|---|------|
|  | 2016   | 2017 | 2016  | 2017 |
| Total number of teachers on eligible ELT courses | 26   | 50   | 30  | 79   |
| Number teaching ELT under 10 hours/week          | 0  | 0    |   |      |
| Number teaching ELT 10–19 hours/week             | 0  | 0    |   |      |
| Number teaching ELT 20 hours and over/week       | 26   | 50   |   |      |
| Total number of administrative/ancillary staff   | 37   | 70   |   |      |

## Academic staff qualifications to teach ELT/TESOL

| Profile in week of inspection: collated totals at all centres  |                          |           |
|--|--------------------------|-----------|
| Professional qualifications  | Total number of teachers |           |
|  | 2016                     | 2017      |
| Diploma-level ELT/TESOL qualification (TEFLQ)  | 3                        | 6         |
| Certificate-level ELT/TESOL qualification (TEFLI)  | 22                       | 22        |
| YL initiated   | 0                        | 0         |
| Qualified teacher status only (QTS)  | 1                        | 1         |
| Teachers without appropriate ELT/TESOL qualifications<br>(NB Rationales need to be prepared for teachers in this category at centres inspected; inspectors may ask for rationales for teachers at other centres) | 0                        | 0         |
| <b>Total</b>   | <b>26</b>                | <b>29</b> |

These figures exclude the academic managers.

### Comments

The following academic managers, all of whom are TEFLQ, are not included in these figures: the academic director, the director of studies (DoS) at Cobham, the academic manager at the Manchester Academy, who supervises the academic programme at CFLS, and the two DoSs at CFLS, the DoS and ADoS at London Bridge. The DoS at Edinburgh Telford has completed a diploma-level qualification but is awaiting the certificate. Each of the centres used in 2017 has a suitably qualified DoS.

### Course profile (across all centres covered by this accreditation)

| Eligible activities  | Summer                              |                                     | Other times of year      |                          | Other - N/a              |                          |
|--|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|  | <i>Run</i>                          | <i>Seen</i>                         | <i>Run</i>               | <i>Seen</i>              | <i>Run</i>               | <i>Seen</i>              |
| General ELT for adults   | <input type="checkbox"/>            | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| English for academic purposes<br>(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<br>English for Executives) | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teacher development<br>(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

All 16 and 17 year-olds are enrolled on YL courses.  
Cobham age-range: 9–16; CFLS: 9–17; London Bridge: 12–17 (up to 20 in closed groups); Telford: 12–17.  
CFLS is a football-based programme, open in 2016 for the first time to girls. All other centres are General English.

### 2. Data on centres visited

|                          |                               |
|--------------------------|-------------------------------|
| <b>1. Name of centre</b> | Reeds School, Cobham          |
| <b>2. Name of centre</b> | City Football Language School |
| <b>3. Name of centre</b> | LVS Ascot (2017)              |
| <b>4. Name of centre</b> | Ardingly College (2017)       |

| Student profile   | Totals at inspection: these centres |       |       |       | Totals in peak week: these centres |       |       |       |
|---|-------------------------------------|-------|-------|-------|------------------------------------|-------|-------|-------|
|   | 1                                   | 2     | 3     | 4     | 1                                  | 2     | 3     | 4     |
| Centres   |                                     |       |       |       |                                    |       |       |       |
| Of all international students, approximate percentage on ELT/ESOL courses | 100                                 | 100   | 100   | 100   | 100                                | 100   | 100   | 100   |
| <b>ELT/ESOL students</b> (eligible courses)                               | At inspection                       |       |       |       | In peak week                       |       |       |       |
| Full-time ELT (15+ hours per week) 18 years and over                      | 0                                   | 0     | 0     | 0     | 0                                  | 0     | 0     | 0     |
| Full-time ELT (15+ hours per week) aged 16–17 years                       | 9                                   | 14    | 10    | 21    | 9                                  | 14    | 14    | 37    |
| Full-time ELT (15+ hours per week) aged under 16                          | 39                                  | 92    | 121   | 98    | 45                                 | 92    | 141   | 147   |
| Part-time ELT aged 18 years and over                                      | 0                                   | 0     | 0     | 0     | 0                                  | 0     | 0     | 0     |
| Part-time ELT aged 16–17 years  | 0                                   | 0     | 0     | 0     | 0                                  | 0     | 0     | 0     |
| Part-time ELT aged under 16 years   | 0                                   | 0     | 0     | 0     | 0                                  | 0     | 0     | 0     |
| <b>Overall total</b> of ELT/ESOL students shown above                     | 48                                  | 106   | 131   | 119   | 54                                 | 106   | 155   | 184   |
| Minimum age   | 9                                   | 9     | 8     | 8     | 9                                  | 9     | 8     | 8     |
| Typical age range   | 11-15                               | 12-15 | 11-15 | 12-15 | 11-15                              | 12-15 | 11-15 | 12-15 |
| Typical length of stay (Weeks)  | 2                                   | 2     | 2     | 2     | 2                                  | 2     | 2     | 2     |
| Predominant nationalities   | Chinese, French, Italian, Spanish   |       |       |       | Chinese, French, Italian, Spanish  |       |       |       |

| Staff profile                                  | At inspection                                    |   |    |    | In peak week |    |    |    |
|--|--|---|----|----|--------------|----|----|----|
|  | Total number of teachers on eligible ELT courses | 3 | 9  | 10 | 10           | 4  | 10 | 12 |
| Number teaching ELT under 10 hours/week        | 0  | 0 | 0  | 0  | 0            | 0  | 0  | 0  |
| Number teaching ELT 10–19 hours/week           | 0  | 0 | 0  | 0  | 0            | 0  | 0  | 0  |
| Number teaching ELT 20 hours and over/week     | 3  | 9 | 10 | 10 | 4            | 10 | 12 | 13 |
| Total number of administrative/ancillary staff | 7  | 9 | 23 | 23 | 7            | 9  | 21 | 23 |

### Academic staff qualifications to teach ELT/ESOL

| Profile in week of inspection: at these centres                                |                          |   |    |    |
|--|--------------------------|---|----|----|
| Professional qualifications  | Total number of teachers |   |    |    |
| Diploma-level ELT/ESOL qualification (TEFLQ)                                   | 0                        | 1 | 0  | 0  |
| Certificate-level ELT/ESOL qualification (TEFLI)                               | 3                        | 8 | 10 | 9  |
| YL initiated   | 0                        | 0 | 0  | 0  |
| Qualified teacher status only (QTS)  | 0                        | 0 | 0  | 0  |
| Rationale(s) required for teachers without appropriate ELT/ESOL qualifications | 0                        | 0 | 0  | 1  |
| <b>Total</b>   | 3                        | 9 | 10 | 10 |

These figures exclude the academic managers.

#### Comments:

In Cobham, both the DoS and the CM were TEFLQ. At CFLS, the two DoSs responsible for day-to-day academic management were TEFLQ, as was the supervising academic manager from the Manchester Academy.

### Accommodation profile

| Numbers at time of inspection: at these centres |        |   |   |   |           |     |     |     |
|---|--------|---|---|---|-----------|-----|-----|-----|
| Types of accommodation                          | Adults |   |   |   | Under 18s |     |     |     |
| <b>Arranged by provider/agency</b>              |        |   |   |   |           |     |     |     |
| Homestay  | 0      | 0 | 0 | 0 | 0         | 0   | 0   | 0   |
| Private home                                    | 0      | 0 | 0 | 0 | 0         | 0   | 0   | 0   |
| Home tuition                                    | 0      | 0 | 0 | 0 | 0         | 0   | 0   | 0   |
| Residential                                     | 0      | 0 | 0 | 0 | 48        | 106 | 131 | 119 |

|   |   |   |   |   |    |     |     |     |
|---|---|---|---|---|----|-----|-----|-----|
| Hotel/guesthouse  | 0 | 0 | 0 | 0 | 0  | 0   | 0   | 0   |
| Independent self-catering e.g. flats, bedsits, student houses | 0 | 0 | 0 | 0 | 0  | 0   | 0   | 0   |
| <b>Arranged by student/family/guardian</b>                    |   |   |   |   |    |     |     |     |
| Staying with own family                                       | 0 | 0 | 0 | 0 | 0  | 0   | 0   | 0   |
| Staying in privately rented rooms/flats                       | 0 | 0 | 0 | 0 | 0  | 0   | 0   | 0   |
| <b>Overall totals adults/under 18s</b>                        | 0 | 0 | 0 | 0 | 48 | 106 | 131 | 119 |

|   |    |     |     |     |
|---|----|-----|-----|-----|
| <b>Centres</b>                          | 1  | 2   | 3   | 4   |
| <b>Overall total adults + under 18s</b> | 48 | 106 | 131 | 119 |

## Introduction

Formerly owned by TUI Travel PLC, Experience English (EE) were purchased in April 2016 by the Real Experience Group, which owns the English Studio Schools in London and Dublin and has recently announced the acquisition of British Study Centres. The EE group consists of four established schools offering courses year round, mainly to adults, and a number of 'pop-up' summer centres for young learners (YLS). The head office of the group is in Edinburgh. The year-round schools, in London, Manchester, York and Edinburgh, which also run courses for YLS, are separately accredited. Since the completion of the merger of British Study Centres and Experience English under the British Study Centres brand in May 2017, the summer school operation is now run by the new company, British Study Centres Juniors (BSCJ). The head office of the summer school operation is at London with a divisional office in Swindon. The senior staff at Swindon are in close contact with the main BSC head office in London.

YL summer schools were established in 2013. Four centres ran courses in summer 2016: King's College, London Bridge; Reeds School, Cobham; the City Football Language School (CFLS), Manchester; and Telford College, Edinburgh – all of which had also run in 2015. Homestay and residential accommodation were available in Edinburgh; all other centres were residential. Two of the four centres had previously been inspected, London Bridge in 2012 and Telford in 2013. The inspection, therefore, focused on Reeds School, Cobham (the unannounced inspection visit) and CFLS, and included a visit to the head office. The 2017 supplementary inspection focused on centres previously operated by BSC, namely Ardingly, LVS Ascot, Cheltenham, Wycliffe and Oxford Brookes. Two centres (Ardingly and LVS Ascot) were chosen and the provider was informed of the dates of the inspection.

The inspection lasted five days. In both teaching centres the inspectors had meetings with the centre manager (CM), the DoS, the activity manager (AM), a representative of the host centre, activity leaders and group leaders, and held focus groups with teachers and students. In Manchester, inspectors also met the general manager and DoS of the year-round Manchester school, who have oversight of CFLS, and the accommodation and welfare manager, who works across the Manchester school and CFLS in summer. The residential accommodation was inspected at both centres. A total of twelve teachers were observed.

At the head office in Edinburgh, meetings took place with the managing director of EE, the general manager (young learners), the academic director for the Experience English group, the reservations team leader, the member of staff responsible for publicity, and operations staff with responsibility for safeguarding, transport, teacher recruitment and deployment, and support to the centres. The inspectors also looked at documents and the database.

The supplementary inspection involved one inspector for two days. One day was spent at LSV Ascot and another day at Ardingly. At both centres the inspector had meetings with the centre manager, the academic manager, the activities manager, the welfare manager, the group leaders and the representative of the host school. Focus group meetings were held with the students and with the teachers. The inspector also spoke to some of the activity leaders. As agreed with the Accreditation Unit, a sample of four out of eleven teachers were observed at each centre. Members of the head office team were able to be present at both centres, and were consulted where appropriate.

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

### Comments

M2 The management structure within both head office and the centres is clear, and there are good cover arrangements at all levels. The management structure has been revised in line with the new company structure; it remains clear and effective.

M4 Information on enrolment, transfers and arrivals is held centrally and accessible via shared software. Staff from head office (HO) also visit the centres regularly and are in frequent contact by telephone and email. At centre level, there are regular, minuted meetings of teachers as well as constant informal contact. At CFLS, the CM and the head of coaching meet every day and there is a close working relationship with senior staff from the Manchester school. Communication between the head office and the individual centres is very effective and involves daily contact, reports and regular visits. Communication within the individual centres was seen to be direct and effective. The representatives of the schools at Ardingly and LVS Ascot both commented favourably on the level of communication they had with the BSCJ management teams before and during the summer. Similarly, the centre staff said that the school staff were very responsive.

M5 Two references are obtained for new appointments. One of these is usually a phone reference; some of the forms completed for phone references were not filled in correctly.

M7 Senior staff (CMs, DoSs, activity managers) attend a three-day centralised induction; other staff are inducted locally and sign a checklist to acknowledge that this has been completed. At CFLS, teachers whose contracts began after the start of the course were able to observe classes before they began teaching themselves.

M8 The professional development review (PDR) system for permanent HO staff is very thorough. Systems for summer staff provide for relatively informal one-to-one meetings, mid-summer review, and formal appraisal.

M9 All staff receive an end-of-contract report evaluating their performance, contributing to their professional self-awareness.

### 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 type="checkbox"/>            | <input type="checkbox"/>            |     |
| M14 Student attendance policy          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| M15 Students asked to leave course     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |     |

**Comments**

M14 CFLS students are brought to the school by bus. In Cobham, group leaders are responsible for ensuring that their students attend classes and activities and are punctual. There are good systems for follow-up on the absence of all students.

**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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| M18 Student feedback and action | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| M19 Staff feedback and action   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 Many of the points to be addressed from the last inspection are no longer applicable. Other points had been satisfactorily addressed.

M17 In addition to strategic innovations, reporting and feedback systems ensure that information is available on the basis of which decisions concerning change can be made. Evidence was seen that the general English course design, together with accompanying materials and teacher support, has been radically revised within the last two years, and that feedback has resulted in both the revision of materials and the provision of additional materials (see M19). Detailed reports are completed by centre managers and other staff at the centres and, together with the completed appraisal forms and feedback from students, help the head office to review and improve processes and practices.

M19 A course report for summer 2015 was seen from the DoS at Cobham, and there was evidence that some action had been taken based on the recommendations. The inspectors were told that teachers at CFLS in summer 2015 gave feedback on materials which had influenced the materials used in 2016. Staff give feedback during meetings, and a new appraisal system has been introduced this year which involves end-of-course/contract feedback from staff.

M20 There is a clear complaints policy and procedure displayed in the centres. All complaints and 'disputes' are logged with the resolution clearly indicated, signed and dated.

**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 type="checkbox"/>            |                          |
| M22 Realistic expectations       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |                          |
| M23 Course descriptions          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/>            |                          |
| M26 Accommodation                | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| M27 Leisure programme            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| M28 Staff qualifications         | <input 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**

Publicity consists of an area of the website and sections of the Experience English brochure. The City Football Language School also has its own printed publicity and website, with translations on the website in several languages. As part of the merger process and integration of sales and marketing, all publicity materials have been revised centrally. The 'English for juniors 2017' and the 'Fees and dates 2017' brochures and the website give an accurate, accessible and comprehensive description of the provision.

M23 Course descriptions refer to levels but are rather general. There is no indication of how objectives and content differ across levels.





## Management summary

The provision meets the section standard and exceeds it in some respects. Managers and senior staff are long-serving and experienced; systems are efficient and effective; and there is a clear commitment to continuing improvement. The management of the provision operates to the benefit of its students and in accordance with its publicity. *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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| R2 Condition of premises             | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| R3 Classrooms and learning areas     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                          |
| R4 Student relaxation areas and food | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| R5 Signage and display               | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| R6 Staffroom(s)                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |

### Comments

R1 The two centres inspected vary considerably in terms of the physical environment, but both offer excellent facilities for students and staff. At Cobham, these are very well suited to the age of the students. At CFLS, they include access to the ultra-modern training and coaching facilities of Manchester City football club. The Ardingly and LVS Ascot centres offer excellent facilities. Internally and externally, the premises are spacious, secure and comfortable for students, teachers and management and administration staff.

R2 Premises on both sites are well maintained. At Cobham, there is a rolling programme of refurbishment. At CFLS, teaching takes place in a very modern sixth form college. The premises at Ardingly and LVS Ascot are in a good state of repair, cleanliness and decoration. Maintenance staff are on hand to deal with any repairs.

R3 Classrooms are light and appropriately furnished. At CFLS, some classrooms are a little too small to permit easy movement of students. Students and staff at CFLS also commented that the air-conditioning in classrooms was not very effective in hot weather. All classrooms at Ardingly and LVS Ascot are spacious, adequately heated and ventilated and free from extraneous noise.

R4 Both centres have areas where students can relax and there is access to drinking water and snacks, which include fresh fruit. All meals are provided; in Cobham there is also a tuck shop. The meals provided at Ardingly and LVS Ascot are of a very good standard.

### Learning resources

| Criteria                           | Not met                  | Met                                 | Strength                            | See comments                        | N/a                                 |
|------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| R7 Learning materials for students | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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 checked="" 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                                     |

### Comments

R7 At both centres, materials are broadly appropriate for the type of course and the age of the students. At CFLS, learners are given a set of attractively presented materials which clearly reflect the focus of the course and a journal in which to review and reflect on their learning on a daily basis.

R8 At Cobham, teachers use coursebooks and photocopiable materials, and are given additional materials on a memory stick. Supplementary resources are very well organised. At CFLS, there are detailed materials for each lesson and level. Teachers at Ardingly commented that the core materials needed updating and were not suitable for the younger learners. They also said that the materials were not readily available in the early days of the course.

R9 All classrooms are well equipped and good IT support is available. In Cobham, students are taken to the common room for project work and teachers had had a professional development session to share good practice in

the use of interactive whiteboards (IWBs).

R10 Outside lesson time, students are fully occupied by activities. This criterion is therefore considered not applicable.

R12 Materials form part of an annual review. Evidence was seen that materials for courses at both centres have been revised and further developed in response to student and teacher feedback. Additional resources for young learners have been provided at Cobham. The inspector was told that there are plans to review and revise all teaching materials and all aspects of the syllabuses once the 2017 season has finished. This will include finding and integrating materials and activities suitable for the younger learners.

### Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources and environment support and enhance the studies of students enrolled with the provider, and offer an appropriate professional environment for staff. *Premises and facilities* and *Learning resources* are areas of strength.

## Teaching and learning

### Academic staff profile

| Criteria                              | Not met                  | Met                                 | Strength                            | See comments                        | N/a                                 |
|---------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| T1 General education (and rationales) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input checked="" type="checkbox"/> |                                     |
| T2 ELT/TESOL teacher qualifications   | <input type="checkbox"/> | <input checked="" 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 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

T1 Two teachers at the CFLS did not have a Level 6 qualification. Rationales were submitted and these were accepted in the context of this inspection. Both teachers have post-school qualifications. In addition, one teacher has had specialist educational training at university level, while the other has subject knowledge of specific relevance to the course for which he was employed to teach. One teacher at Ardingly did not have a Level 6 qualification. A rationale was submitted and accepted in the context of this inspection, as she is in the final year of a BA Hons in English and Related Literature.

T2 One teacher at Ardingly did not have an ELT qualification that met Scheme requirements.

T3 The rationale for the teacher without an appropriate ELT qualification was accepted in the context of this inspection. She completed an initial TEFL training programme in 2007 which included academic input and some teaching practice; she has had many years experience in teaching juniors and is well supported by her academic managers.

T4 The academic director of EE, who has academic oversight of the YL programmes in the pop-up centres, is TEFLQ. The DoS at Cobham and the DoS of the Manchester Academy of English, who supervises the academic programme at CFLS, and the two DoSs with responsibility for day-to-day academic management at CFLS, are suitably experienced and also TEFLQ. With experience which covers materials production, teaching, teacher training, and previous experience in the same roles, the academic managers form a very strong academic management team. Both Ardingly and LVS Ascot have TEFLQ academic managers in post.

### Academic management

| Criteria                            | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| T6 Deployment of teachers           | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| T7 Timetabling                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |                          |
| T8 Cover for absent teachers        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |                          |
| T9 Continuous enrolment             | <input 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 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

T9 Both the centres visited follow programmes based on themes and topics, and use specially designed materials, rather than coursebooks. Since each lesson is free-standing, possible difficulties associated with continuous enrolment are minimised.

T10 In Cobham, teachers are given memory sticks containing teaching syllabuses, materials, lesson plan formats, and the end-of-course report proforma, together with a useful list of phrases that can be used in the reports. At CFLS, teachers are provided with all materials. Some continuing professional development (CPD) had taken place in Cobham. At CFLS, the zig-zag timetable and the fact that several teachers were obliged to travel to and from the centre with students made it difficult to find a time when all teachers were free, so any CPD was on a one-to-one basis. There were no records of this and no evidence that all teachers had benefited.

T11 Systems are in place to ensure that all teachers are observed at least once, and in Cobham the academic director had carried out standardisation observations with the DoS. The observation records seen were thorough and developmentally focused, and teachers were very appreciative of the feedback they had received. The monitoring and observation process at Ardingly and LVS Ascot is very thorough. It includes early 'drop-in' observations and more formal observations leading to clear action points.

## 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| T14 Course outlines and outcomes  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |     |
| T15 Study and learning strategies | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 Detailed information is provided on course structure in both centres. At CFLS, the course design is the result of intensive research and collaboration with coaching staff at the football club, and work on language is fully integrated into sessions dealing with nutrition and performance analysis, as well as physical coaching.

T13 Evidence was seen that courses at both centres had been reviewed and revised in the light of implementation, observation of teaching, and feedback from staff and students.

T14 Detailed information on the content of programmes is displayed in classrooms at both centres, and at CFLS the 'team talk' at the start of each day provides a general overview of the day's activities. However, in neither centre are the intended learning outcomes in a form that would be easily accessible to students with limited language proficiency. At Ardingly and LVS Ascot intended learning outcomes are more accessible to the students.

T15 The final session of each day at CFLS focuses on reflection on what has been learned and leads to the formulation of learning objectives; a small number of websites is also suggested for further learning. The teachers' manual mentions learner training briefly and the memory stick for teachers at Cobham includes suggestions for work on study skills, but leaves it to teachers to decide how and when to implement these.

T16 Exposure to English outside the classroom, through exposure with activity leaders and school staff more generally, is built into the course at Cobham and there is some preparation for excursions. At CFLS, students also interact throughout the day with the Manchester City team of coaches and other specialist staff. At Ardingly and LVS Ascot the project lesson at the end of each morning helps to link classroom work with language opportunities provided by the excursions and activities.

## Learner management

| Criteria                          | Not met                  | Met                                 | Strength                            | See comments                        | N/a                                 |
|-----------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| T17 Placement for level and age   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| T18 Monitoring students' progress | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input 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 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 type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

**Comments**

T19 Guidance is available for students who wish to do an externally-validated general English examination.  
 T21 Although most students follow a course of only two weeks in length, and some only a one-week course, all receive a report which indicates their language level and comments on their progress.

**Classroom observation record**

|                                |  |
|--------------------------------|--|
| Number of teachers seen        | 2016: 12; 2017: 8                            |
| Number of observations         | 2016: 19; 2017: 8                            |
| Parts of programme(s) observed | All parts of the programmes in both centres. |

**Comments**

Observations at CFLS included a number of interactions outside students' English classrooms. These included sessions led by specialist coaching and training staff at which English teachers were present in order to observe interactions and assess learners' needs. Some teachers at CFLS were also observed twice in order to sample all parts of the programme. At Ardingly and LVS Ascot a sample of four teachers was observed at each centre, out of a total of ten teachers at each centre.

**Classroom observation**

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

**Comments**

T23 Teachers showed a good level of grammatical awareness and provided generally appropriate models of spoken and written English. However, additional information (such as syllable stress) was rarely given when new vocabulary was noted on the board.

T24 Lesson content took course objectives and learners' needs into account. At CFLS, lesson content was carefully selected to prepare for or follow up the activity (football) content of the course.

T25 Lessons were conscientiously planned and in most cases, especially when guided by course materials, the sequence of activities planned was coherent. Course plans were displayed in each classroom, but these did not specify learning outcomes and the level of detail and language used meant that the plans were not easily accessible to learners.

T26 A range of techniques and activities was seen across the lessons observed. These included review, task modelling, checking task comprehension, use of gesture, and eliciting. Although generally suitable for learners aged 12–17, say, insufficient account was taken in some lessons of the shorter concentration span and likely activity preferences of the youngest learners (aged 9–11). Some drilling was used to reinforce the pronunciation of vocabulary, but this was often ragged or perfunctory. In some segments, particularly at CFLS, the focus was on language at the word, phrase or sentence level and there were few opportunities for scaffolded and extended oral practice.

T27 Teaching resources, including IWBs, were handled competently, and in normal classroom settings, the arrangement of furniture facilitated easy interaction between students. During sessions at CFLS in the Media centre and the Connell College hall, when several classes were present in the same large area either for a presentation or for class group-based teaching, noise levels and/or seating arrangements militated against comprehension and participation, especially in the case of younger learners with limited language proficiency.

T28 In the most effective lesson segments, teachers monitored pairs and individuals attentively, giving feedback as required, and prompted self-correction during whole-class activities. Some lesson plans also included a feedback phase. In general, however, there was very little correction of pronunciation errors and in weaker lesson segments incorrect utterances were sometimes accepted and even praised.

T29 In some lessons, teachers began by checking on previous learning and some lesson plans included an end-of-lesson task. Teachers also checked on learning during individual work. At CFLS, each day ended with a timetabled period during which, guided by prompts in their course journals, students reflected on their learning and formulated

learning objectives.

T30 In general, teachers were relaxed and confident, graded their language to suit learners' level, and established a good relationship with their classes. In the most productive lessons seen, learners were interested and engaged and participated fully. However, the lack of planned differentiation meant that in many lessons the more able students were insufficiently challenged. Moreover, some learners were clearly tired from physical activity earlier in the day, or a zig-zag timetable and, despite the best efforts of their teachers, finding it difficult to concentrate.

### Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from good to just satisfactory, with the majority being satisfactory. Teachers provided appropriate models, demonstrated grammatical awareness, planned lessons conscientiously and in normal classroom settings exploited the environment and resources in ways that facilitated learning. Teaching techniques were appropriate for the majority of learners and teachers established a good relationship with their classes, but did not provide for differentiation or fully take account of the youngest learners and those with very limited language proficiency. There was very little attention to improving students' pronunciation even when students' need for this help was evident.

The teaching observed at Ardingly and LVS Ascot met the requirements of the Scheme, and ranged from very good to satisfactory with the majority being good. Lessons were well planned with good attention to the needs of the students. Teachers provided clear models and used appropriate techniques for teaching young learners and keeping them motivated. In weaker segments the pace dropped, students became disengaged and there was a lack of differentiation tasks to occupy all the students.

### Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are very well supported by a team of experienced and well qualified academic managers. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength

## Welfare and student services

### Care of students

| Criteria                          | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|-----------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| W1 Safety and security onsite     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| W2 Pastoral care                  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W7 Advice                         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| W8 Medical and dental treatment   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input type="checkbox"/>            |                          |

### Comments

W1 The organisation has selected appropriate sites for the age group. There are comprehensive health and safety policies, and detailed risk assessments, which are updated annually, for all the different facilities on the young learner sites inspected. Fire drills have been carried out, and health and safety training is included in staff and student inductions. Staff are issued with company T-shirts and jackets, and young learners have lanyards with ID cards, so all are easily identifiable. The same level of safety and security was evident at Ardingly and LVS Ascot.

W3 A named person is available to help students with any personal problems. Two large closed groups of students in Cobham were accompanied by their own group leaders, activity leaders and pastoral staff, but EE has its own staff on site to assist and supervise. All individually enrolled students have a mentor as a first point of contact, and the centre manager as the named welfare officer. In CFLS, the named welfare officer is based in the Manchester year-round school. She visits the young learner residence several times a week and delegates day-to-day supervision and care to the centre and activities managers. Together they make an effective team.

W4 The school's expectations as to students' behaviour are very clearly laid out, and students' parents/guardians sign their acceptance when enrolling. Rules are reinforced during induction, and by notices around the premises used. EE senior staff deal firmly with the very rare cases of infringement. Very clear and well designed posters around the school indicate what is meant by bullying and harassment and how it will be dealt with.

W5 Students in Cobham are given two emergency numbers for the centre manager as the area mobile signal is

occasionally erratic. Students also have an office and emergency contact number for the Edinburgh head office. This office is staffed at weekends during the young learner courses and outside office hours the emergency mobile phone is rotated amongst senior staff. The head office can also be contacted 24 hours a day.

W6 Transfers for all sites are handled by an experienced transport manager, who has worked for EE for six years and has developed booking and checking systems, and relationships with suppliers, to ensure smooth transport arrangements, even in the event of flight delays. EE's own staff meet groups at airports and accompany them on the coach to the different centres. In the case of Cobham, where this is more difficult because of the school's location, an airport meeting service is used to escort students to waiting vehicles.

W7 Appropriate advice is given to young learners. This includes among other items, clothes and equipment to bring to the UK, the documentation needed to pass through immigration, and for those on the CFLS course, a special list of football-related items.

### Accommodation profile

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

Both the Cobham and CFLS centres offer residential accommodation only. In Cobham, a traditional boarding school with multi-bedded rooms and shared bathing facilities, students are accommodated in two residences.

In Manchester, students are all accommodated in a Manchester University hall of residence, on a campus with 24/7 security patrols, which is about 20 minutes' coach ride from the teaching accommodation. Although there are other residents for parts of the summer, the CFLS students have a dedicated dining area and separate accommodation. A selection of bedrooms and communal facilities was seen on both sites.

The Ardingly and LVS centres are both residential only. At both centres the student houses are a short walk from the teaching and activity premises and are appropriately supervised by residential staff. Boys and girls are usually accommodated in separate houses. At LVS Ascot it was necessary to place boys and girls in the same house, but appropriate segregation and supervision was enforced.

#### Accommodation: all types

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

#### Comments

W9 Accommodation at Cobham for younger students is in multi-bedded rooms with two to six beds, and this is made clear in publicity. In practice, students in larger rooms shared with one, two or maximum three others. Some of the rooms had bunk beds but often only the lower beds were used.

The university residence used by students on the CFLS courses provides single ensuite study bedrooms, all of a high standard, for all students. Students' laundry was done by group leaders in Cobham, and by EE staff in Manchester, where each student was provided with two sets of football kit, which were washed daily.

W12 The CFLS welfare and accommodation officer liaises with the university's residence manager, who allocates rooms taking students' requests into account.

W15 At Cobham, all meals are served in the dining room. Students are offered continental and traditional cooked breakfasts daily, and for lunch and dinner there is a choice of meat and vegetarian dishes and a salad bar. There were some negative comments about the spiciness of the food, and the lack of choice for students on the later shift but overall the food was considered good. In Manchester, students have breakfast and evening meals in their residence, and lunch and mid-morning and afternoon snacks in the dining room of the college where they have lessons. The consensus was that the former offered better quality and more generous quantities of food. Students were appreciative of the second helpings available. Students at Ardingly and LVS Ascot commented on the good quality of the meals.

**Accommodation: homestay**

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

**Comments**

None.

**Accommodation: residential**

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

**Comments**

W23 Staff at Cobham and Manchester have appropriate first aid training. In Cobham, a group of football students came with their own doctor, and arrangements had also been made with a local GP to see any students who were ill. In Manchester there is a walk-in NHS clinic near the students' residence. Both centres are close to hospitals with A&E facilities. The availability of trained first aid staff and first aid boxes is not made clear in the residences at Ardingly and LVS Ascot.

**Accommodation: other**

| Criteria                    | Not met                  | Met                      | Strength                 | See comments             | N/a                                 |
|-----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| W24 Information and support | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| W25 Other accommodation     | <input type="checkbox"/> | <input type="checkbox"/> | N/a                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

**Comments**

None.

**Leisure opportunities**

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

**Comments**

W26 A leisure programme of weekly excursions and afternoon and evening activities is included in the young learner package. However, the tennis and football closed groups in Cobham negotiated their own contracts, which included some of the above. The students who enrolled as individuals had a choice of activities and sports every afternoon and evening, and excursions, all appropriate to their ages. In Manchester, the package includes a full day trip to Blackpool, and other excursions are football related and include a visit to the Football Museum, a tour of the Etihad stadium, and tickets to football matches. Returning or longer-stay students repeat some of these visits. Evening activities are organised by activity leaders at the residence and include some quieter as well as sports activities.

W27 The premises have large common rooms, TV lounges and gyms/sports halls which are used in wet weather. The activity programmes at both centres are run by experienced, qualified returning managers, who organise their



team of leaders effectively. At Ardingly and LVS Ascot there is an extensive range of varied activities which make good use of the school grounds and facilities. Group leaders commented that some of the younger students would like more non-sport activities.

W28 Risk assessments have been drawn up for every activity and excursion, leaders are well briefed, and the nominated leader's pack includes a full register, a list of emergency numbers and a first aid kit.

W29 The activities teams of manager and leaders include a significant percentage of returning staff, many of whom have qualifications and experience in a range of sports. At Cobham, students can select tennis coaching and a horse riding and stable management option for an extra fee. These options are run by professionals, and students are accompanied to the venues by EE staff. Options for tennis (Ardingly and LVS Ascot) and water sports (Ardingly) are run by appropriately qualified coaches.

### **Welfare and student services summary**

The provision meets the section standard and exceeds it in some respects. Policies and procedures to ensure the safety of students and staff are in place, and well publicised; staff undergo effective training, both online before arrival at the centres, and during their induction. The Cobham centre has been well selected for its extensive football and tennis facilities, and CFLS shares superb facilities on the Etihad campus with Manchester City football club. The centres used in 2017 have been well chosen for their sports facilities. Accommodation is well managed, and the university residences used by CFLS provide accommodation of a high standard. The leisure programme is appropriate to the ages and interests of the students, and includes some relaxing, as well as more energetic, evening activities. *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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C2 Guidance and training   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C3 Publicity   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C7 Accommodation   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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**

These vacation courses are solely for young learners, from nine to 17 years old.

C1 The school has a very well-designed safeguarding policy, which has evolved over years and has been updated following recent training of all senior management staff. It covers all the required areas including safer recruitment. The named people responsible at head office and at the summer centres inspected have a proactive attitude to their responsibilities.

C2 The responsibilities of all staff with regard to the care of under 18s are clear, and stipulated in job descriptions. It is a requirement of employment that all staff sign a Code of Conduct form and complete online Safeguarding and Prevent courses. This basic training is reinforced during the inductions at each summer centre. The senior management teams of CM, AM and DoS at each summer centre attended a three-day induction in June 2016 during which they followed advanced Safeguarding training.

C3 Publicity includes details of rules and procedures in place to protect students but this information is found in different sections.

C4 The head office staff involved in recruitment have attended safer recruitment training. All staff are DBS or PVG (the Scottish equivalent) checked and suitability checks on group leaders are confirmed via the agent sending the groups. Group leaders also sign a declaration form on arrival. Relevant paperwork is on file at head office. This inspection did not include centres with homestay provision but paperwork shows that EE require all over 18s in homestays to have DBS or PVG checks.

C5 The leisure programme is included for all students except those in Cobham who have negotiated afternoon sports tuition provided by their own coaches every afternoon. Residential staff in both centres have supervisory duties, activity leaders supervise students at meal and break times, and in Manchester, teachers and activity leaders accompany students on the coaches from the residences to the teaching premises. On excursions, supervisory ratios are generous.

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C6 In Cobham, registers are taken four times a day, at the start of both teaching sessions and at the start of both afternoon activities. At CFLS, students are checked on to buses morning and evening, and registers are taken at the start of teaching and football sessions. All students are well aware of the rules. A group leader in a centre not inspected, who took his students off campus and ignored the curfew, was dealt with very firmly.

C7 Students are on a full-board basis, with cooked meals provided three times a day and a packed lunch on excursion days. Snacks or fruit and cold drinks are served on both sites during break times. Accommodation is carefully allocated taking into account students' requests, and supervision ratios are adhered to.

C8 Enrolment forms request two names as emergency contacts, and contact details are checked again with students on arrival. The school gives parents/guardians the centre and head office's emergency numbers, and centre managers report they are well used by parents checking on their children.

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All of the above is true for the care of under 18s at Ardingly and LVS Ascot.

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

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The provision meets the section standard and exceeds it in some respects. Staff have safeguarding training at the appropriate level and safer recruitment practices are in place. Students are supervised throughout the day and evenings. Experience English has worked for many years with their suppliers to ensure that the accommodation and catering provision is entirely appropriate for the age group. Emergency contact details are given to parents and parental numbers are held by the school. *Care of under 18s* is an area of strength.

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