Inspection report

Organisation name	Centre of English Studies (CES) Edinburgh
Inspection date	19–20 May 2016

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the *Declaration of legal and regulatory compliance*.	☒	☐
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.	☒	☐
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.	☒	☐
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.	☒	☐

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.	☐	☒	☐

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited CES Edinburgh in May 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

Strengths were noted in the areas of staff management, quality assurance, premises and facilities, teaching, care of students, accommodation, leisure opportunities and care of under 18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	As Randolph School of English – 2002 (not accredited)
Last full inspection	2011
Subsequent spot check (if applicable)	August 2015
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	August 2014
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Externally validated pre-service ELT training courses
Other related accredited schools/centres/affiliates	CES schools in Harrogate, Leeds, London, Oxford and Worthing
Other related non-accredited schools/centres/affiliates	CES schools in Dublin and Taiwan

Private sector

Date of foundation	1979
Ownership	Centre of English Studies UK address: 12 Stoke Abbott Road, Worthing BN11 1HE Company number: 3669269
Other accreditation/inspection	N/a

Premises profile

Address of main site	54 Manor Place, Edinburgh EH3 7EH
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	French Institute, 13 Randolph Crescent, Edinburgh EH3 7TT Four classrooms used in summer 2015
Profile of sites visited	The school is located in a three-storey terraced Georgian house in a quiet street in the West End of the city, a short walk from Princes Street in the city centre. There is a reception on the ground floor with workplaces for the principal, director of studies (DoS) and the administrative team, and a student common room on the first floor. In the basement there is a staffroom and self-access centre. There are thirteen classrooms in total in the building and toilets on the first floor and in the basement. On the second floor there is an office for the head of the teacher training courses; two of the classrooms on the second floor are used for these courses and by the school when teacher training courses are not running. There is a garden at the rear of the building.

Student profile	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	85%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	23	50
Full-time ELT (15+ hours per week) aged 16–17 years	1	50
Full-time ELT (15+ hours per week) aged under 16	0	60
Part-time ELT aged 18 years and over	5	15
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	29	175
Minimum age	17	12
Typical age range	16–45	12–55
Typical length of stay	3–5 weeks	3 weeks
Predominant nationalities	Spanish, Korean	Italian, Spanish
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	10	35

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	18
Number teaching ELT under 10 hours/week	2	
Number teaching ELT 10–19 hours/week	2	
Number teaching ELT 20 hours and over/week	2	
Total number of administrative/ancillary staff	5	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Certificate-level ELT/TESOL qualification (TEFLI)	4
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	6

These figures   exclude   the academic manager(s)

Comments
The DoS is TEFLQ and is timetabled to teach 5–15 hours per week outside peak times. She was not teaching during the week of the inspection.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☐	☐	☐	☐
General ELT for juniors (under 18)	☒	☐	☒	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments
The school enrols 16 and 17 year-olds on its adult courses. General English courses of 15 and 22.5 hours per week are offered. One-to-one tuition is offered and can be combined with a group course. At the time of the inspection four general English classes of 15 hours per week were running in the morning at levels from beginner to advanced; two one-to-one courses were running in the afternoon. A four-week young learners' course will be run in summer 2016 for students aged 12–17.

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	7	1
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	21	0
Overall totals adults/under 18s	28	1
Overall total adults + under 18s	29	

Introduction

The Centre of English Studies (CES) Edinburgh school was originally the Randolph School of English (RSE) until it was bought by CES at the beginning of 2015. The principal/owner of RSE continued in post until the current CES principal took up her post in May 2015; she then became DoS and continued her involvement in teacher training courses and homestay provision. In March 2016, when a new DoS was appointed, the former principal/owner became head of teacher training and continues to offer her knowledge and support in relation to academic management and the provision of homestay.

A spot check was carried out in August 2015 to measure the progress of transition and progress on points to be addressed from the previous inspection. The inspector reported that the transition from RSE to CES Edinburgh was progressing well and that the response to the points to be addressed was good.

Initially the school ran courses from the RSE portfolio, including junior courses during summer 2015, with CES-branded courses starting in September 2015. The school now offers general English courses year round for adults aged 16+ with young learner courses planned for summer 2016 for students aged 12–17. Currently most adult students in the school are living and working in Edinburgh and prefer part-time courses; relatively few international students have been enrolled so far. Regular closed groups of school students from Italy and Austria have been accepted in the school since October 2015.

At the start of 2015 CES purchased a substantial Georgian house in a residential area of Edinburgh, close to the city centre. Following extensive renovations, the school moved into the new premises in March 2016. Additional classrooms at the nearby French Institute were used in 2015 and will be available again in 2016 for the young learner courses.

The inspection took place over one and a half days. The inspectors talked to the principal, the CES UK operations manager, the DoS, the student services manager and the accommodation manager. Focus groups were held with students and with teachers. Four of the six teachers were observed by both inspectors. One inspector visited three homestays and the residence.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments

M1 Sampling identified the following issues: there was no awareness among the teaching staff of the five per cent limit on photocopying under the terms of the school's CLA licence; there was no health and safety notice displayed and no information leaflet available for staff. The school should seek further advice from the relevant statutory/regulatory bodies.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☒	☐
M3 Duties specified	☐	☒	N/a	☐	
M4 Communication channels	☐	☒	☒	☒	☐
M5 Human resources policies	☐	☒	☒	☒	
M6 Qualifications verified	☐	☒	N/a	☐	☐
M7 Induction procedures	☐	☒	☒	☒	
M8 Monitoring staff performance	☐	☒	☐	☒	
M9 Professional development	☐	☒	☒	☒	

Comments

M2 The management structure is clear. Overall strategic responsibility lies with senior management in the Dublin head office. The principal has overall operational responsibility for the school and reports to the UK director, based in Dublin, and the CES UK operations director, who is also principal of the Worthing school. The Edinburgh principal is assisted by the DoS, the student services manager and the accommodation officer. The members of the team work closely together and cover for each other. Arrangements for the operational management of the young learner courses in the summer are in place.

M4 Communication is very good. There is regular and constructive support from senior management in Dublin and from the UK operations director with visits and email/telephone contact. There are useful organisation-wide meetings of principals and DoSs; minutes were on file for regular meetings in school with teachers and administrative staff. All school staff expressed their appreciation of the support and good communication from senior management during the purchase and development phase of the new premises; staff felt that their opinions had been valued and the sometimes challenging work conditions during the move had been acknowledged and all possible support given.

M5 There is a recruitment policy in place with a detailed teacher competency grid for interviewers to complete when recruiting teachers. Written records of interviews were on file. Staff involved in recruitment have received training.

M7 Induction procedures are very thorough. All new staff, including returning staff, undergo an induction covering all aspects of their work, as well as health and safety procedures; there was evidence in staff files of new employees having signed a checklist at the end of their induction. An employee handbook is available to all staff. The DoS spoke positively of the support of the head of teacher training and the DoS in the Dublin school during her induction; a new teacher confirmed that her induction had been detailed and relevant. Summer staff attend an induction session in the month before the courses start.

M8 There is an organisation-wide appraisal system in place. As none of the managerial/administrative staff have yet been employed for a year, the first appraisals are not due until later in 2016. The principal has regular one-to-one sessions with her team to discuss their performance and progress. The new DoS is conducting regular observations to monitor the performance of her teachers.

M9 The continuing professional development (CPD) policy outlines the support and funding available for staff to improve their skills and/or upgrade their qualifications. Staff training has been completed in safeguarding and Prevent; some staff have had training in safer recruitment and as fire marshals. Administrative staff are being trained in the use of the new database. Two teachers had recently been to an ELT conference; one teacher completing her diploma-level qualification has been given support in terms of time for study. The principal has been elected as the chair of the Scottish branch of a professional ELT organisation.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☐	☒	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Contact details	☒	☐	☐	☒	
M14 Student attendance policy	☐	☒	☒	☒	
M15 Students asked to leave course	☐	☒	☐	☐	

Comments

M10 The principal and student services manager are responsible for enrolments and are readily available in reception. A new database has been purchased and training is being provided; initial feedback from staff is that the new system is already improving the efficiency of enrolment processes and staff were easily able to retrieve student information requested by the inspectors. Students commented on the friendliness of staff at reception.
M11 The DoS is available in reception to assist students with information about their courses; she discusses particular needs with new students after they have taken the placement test.
M13 Student records were sampled and local contact details seen to be complete. Two records sampled had next of kin details but a further two were incomplete, one with no information and the other with incomplete next of kin information. Student emergency contact details are accessible remotely outside office hours.
M14 The school has a clear policy on monitoring attendance. Absence of adult students is reported and followed up promptly. Students in closed groups are required to sign in every morning at reception. Any 16 and 17 year-olds on adult courses sign in and out and staff at reception ensure they have a chat with them every day to check on their well being. There was evidence of this in relation to the one student aged under 18 in the school at the time of the inspection.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☐	☐
M17 Continuing improvement	☐	☒	☒	☒	
M18 Student feedback and action	☐	☒	☐	☒	☐
M19 Staff feedback and action	☐	☒	☒	☒	
M20 Complaints and action	☐	☒	☐	☐	☐

Comments

M17 With the recent change in ownership and the move to new premises, there was evidence from staff and in minutes of meetings of much ongoing discussion and review of the school's systems, procedures and processes. The planned implementation of CES systems is progressing well with input from school staff and key staff in other parts of the organisation.
M18 Student feedback is collected regularly. With the relatively low student numbers initial feedback is collected face-to-face but a questionnaire will be used when numbers rise; a questionnaire is used for end-of-course feedback. The data collected is summarised and circulated to relevant staff. There was evidence of action being taken and recorded.
M19 Staff have the opportunity to give feedback in meetings and minutes showed that their views are recorded and acted upon appropriately. Administrative staff can give feedback in their one-to-one sessions with the principal. Staff spoke very positively of being consulted at regular intervals on the development of the new school and its premises.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☒	
M22 Realistic expectations	☒	☐	☐	☒	
M23 Course descriptions	☐	☒	☐	☐	

Criteria	Not met	Met	Strength	See comments	N/a
M24 Course information	☐	☒	N/a	☐	
M25 Costs	☒	☐	☐	☒	
M26 Accommodation	☐	☒	☐	☐	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☐	☒	N/a	☐	☐
M29 Accreditation	☐	☒	N/a	☐	☐

Comments

The school's publicity comprises a website, printed brochures for adult and junior courses, which can be downloaded from the website, and social media pages.
M21 The website is easy to navigate and the text is written in clear, accessible and accurate language.
M22 The website refers to thirteen classrooms, which is correct, while the brochure refers to ten. The video link on the Edinburgh school home page does not work although the video is accessible via an organisation-wide 'what we do' website section. The brochure refers to students having access to a free CES online learning platform, but this was not yet functioning in the Edinburgh school at the time of the inspection.
M25 Adult courses on the website and in the brochure are described in terms of total lessons per week. Adult course fees in the downloadable price list are quoted in terms of lessons per week. The price list for young learner courses refers to total hours of tuition.

Management summary

The provision meets the section standard and exceeds it in some respects. The management structure is clear and communication is very good. Induction procedures are thorough and a range of appropriate training is being provided for staff. Student administration is efficient although next of kin details were not in place in two of the records sampled. Quality assurance is rigorous and feedback from students and staff taken seriously. Publicity is mostly accurate but a few points need attention. *Staff management* and *Quality assurance* are areas of strength. Sampling of documentation revealed issues in relation to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☒	☒	
R2 Condition of premises	☐	☒	☒	☒	
R3 Classrooms and learning areas	☐	☒	☒	☒	
R4 Student relaxation areas and food	☐	☒	☒	☒	☐
R5 Signage and display	☐	☒	☐	☒	☐
R6 Staffroom(s)	☐	☒	☐	☒	☐

Comments

R1 The new premises are very attractive. Classrooms are sufficient in number. There is ample space for students outside class time with access to a large student common room and a self-access/computer room, as well as a pleasant, quiet rear garden. The reception area is spacious with sufficient work and storage space for the management and administrative team.
R2 The premises are very smart and in excellent decorative order. Care has been taken to retain original features of the Georgian house while providing a modern learning environment for students and staff.
R3 Classrooms vary in size; some are particularly spacious, and classes are timetabled accordingly to ensure a comfortable environment for students and staff. Eight of the thirteen classrooms can seat the maximum class size comfortably. The school is in a residential area and there is no disruptive external noise.
R4 The student common room is large, light and very attractive with colourful tables and chairs, sofas, a television and a kitchen area. Students can buy food in a number of outlets near the school and can eat lunch in the garden when the weather permits. The school arranges for sandwiches to be delivered for lunch for younger students in closed groups.
R5 There is as yet no permanent signage on the front of the building but a pavement sign enables visitors to locate the school.

R6 The staffroom is in the basement and is adequate in size for the numbers of teachers working in the school. There are workplaces and two computers, one of which prints to the photocopier at one end of the room. There is also a staff kitchen area.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☐	☒	
R8 Resources for teachers	☐	☒	☐	☒	
R9 Educational technology	☐	☒	☐	☒	
R10 Self-access facilities	☐	☒	☐	☒	☐
R11 Library/self-access guidance	☐	☒	☐	☒	☐
R12 Review and development	☐	☒	☐	☐	

Comments

R7 Some students buy coursebooks and some, particularly those attending part-time, use photocopies. See T13. There is a good stock of supplementary materials including skills books and materials for teaching business English and pronunciation. For the young learner summer courses lesson packs are pre-prepared.
R8 There is a good stock of resources for teachers, including books on teaching methodology.
R9 Most of the thirteen classrooms have wall-mounted television screens which can be linked to laptops. There are two data projectors, three laptops and seven tablets for classroom use; one classroom has an interactive whiteboard.
R10 The self-access/computer room is in an early stage of development. There are eight computers but no access as yet to the CES online learning platform. There is a good selection of DVDs for students to borrow, and evidence that they do so, but very few books such as graded readers for lower level learners. There is Wi-Fi throughout the building.
R11 Students are shown the self-access/computer room at their induction. There is as yet very little information for students to help guide them in their self-access work.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The new premises are attractive, smart and well maintained. Classrooms are appropriate in every respect, students have a very pleasant common room and garden to relax in, and the staffroom is satisfactory. The stock of learning materials is good. The self-access room is a useful facility in an early stage of development. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☐	
T2 ELT/TESOL teacher qualifications	☐	☒	☐	☐	
T3 Rationales for teachers	☐	☐	N/a	☐	☒
T4 Profile of academic manager(s)	☐	☒	☒	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments

T4 The DoS has more than ten years' relevant experience in a range of different teaching and academic management contexts. Before being appointed DoS she was a trainer on the teacher training courses also run in the school.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☒	☐

Criteria	Not met	Met	Strength	See comments	N/a
T7 Timetabling	☐	☒	☐	☐	
T8 Cover for absent teachers	☐	☒	☐	☐	
T9 Continuous enrolment	☒	☐	☐	☒	☐
T10 Formalised support for teachers	☐	☒	☐	☒	☐
T11 Observation and monitoring	☐	☒	☒	☒	☐

Comments

T6 When deploying teachers the DoS takes into account their experience and preferences, while also ensuring they have the opportunity to gain experience of new levels. In the case of the newly-qualified teacher the DoS was monitoring her workload carefully in terms of teaching hours and preparation.

T9 Students can enrol and start classes on any day of the week; local students can choose to attend only certain days in the week. Although teachers are required to draw up weekly schemes of work, there is no specific information and guidance available to help them plan their courses, taking into account the changing student profiles in their classes.

T10 The school has a CPD policy. Teachers meet every week; every second week the meeting is extended to include a teacher development focus. Recent sessions have included training in producing schemes of work and in using assessment criteria to mark students' written work. Teachers confirmed that they receive very good support on a daily basis from the DoS and the head of teacher training.

T11 Teachers are observed formally twice a year. The former DoS observed teachers in summer 2015 and the new DoS started a programme of observations on her appointment in March 2016. Observation notes on file were seen to be thorough and constructive; additional support has been given to the newly-qualified teacher and the teacher preparing for her diploma-level qualification. Some peer observations have taken place.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☐	☒	
T13 Review of course design	☐	☒	☐	☒	
T14 Course outlines and outcomes	☐	☒	☐	☐	
T15 Study and learning strategies	☐	☒	☐	☒	
T16 Linguistic benefit from UK	☐	☒	☐	☒	

Comments

T12 Teachers plan their courses using the school syllabus and their chosen coursebook. Closed group courses are based on a set of inhouse-produced Scottish lessons; the summer young learner courses are based on coursebooks and also use the Scottish lessons. See T16.

T13 There was evidence of course design being reviewed. A new policy on the use of coursebooks, including ensuring that each student has a copy, and the desired balance between the coursebook and the use of other course materials has been discussed and was to be implemented in June 2016.

T15 Some work on improving reading and listening skills work was observed, linked to the coursebook and syllabus at various levels. Some effective guidance in relation to recording new vocabulary was also seen.

T16 A free conversation club is run so that students can practise their language outside the classroom. Some homework is set that requires students to research information or interview people outside the school. The Scottish lessons used with closed groups and young learners teach language in the context of the local environment.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☐	☒	☐
T18 Monitoring students' progress	☐	☒	☐	☒	
T19 Examination guidance	☐	☐	☐	☒	☒
T20 Assessment criteria	☐	☒	☐	☐	☐
T21 Academic reports	☐	☒	☐	☒	
T22 Information on UK education	☐	☒	☐	☐	☐

T17 Students take a placement test on arrival, including a speaking component to confirm their level as well as to identify any particular language-learning needs. Closed groups do the test before arrival and groups from the same school are sometimes pre-allocated into groups by their teachers; the levels are confirmed once the groups begin their classes.
T18 Students' speaking and writing is tested every two weeks, results are recorded and feedback given. Students can sign up for a tutorial every week but take-up has been low.
T19 The school does not run examination preparation courses.
T21 All students receive a certificate of attendance and detailed academic reports can be produced on request.

Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	General English
Comments	

Information that two teachers were teaching one-to-one in the afternoons of the week of the inspection was not available in time to include these teachers in the observation schedule.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☒	☒	
T24 Appropriate content	☐	☒	☐	☒	
T25 Learning outcomes	☐	☒	☐	☒	
T26 Teaching techniques	☐	☒	☒	☒	
T27 Classroom management	☐	☒	☒	☒	
T28 Feedback to students	☐	☒	☐	☒	
T29 Evaluating student learning	☐	☒	☐	☒	
T30 Student engagement	☐	☒	☒	☒	

Comments

T23 Teachers demonstrated a good knowledge of the use of English and were able to give clear and accurate models of written and spoken English. Some models were given to help individual students with particular needs relating to pronunciation. New vocabulary was written up with helpful information such as word stress and parts of speech; phonemic script was used competently and to good effect.
T24 Lesson plans were relevant to course aims and the schemes of work.
T25 All teachers planned clear sets of activities and relevant and appropriate topics. Teachers wrote lesson aims on the whiteboard; some were expressed in terms of teaching content, rather than learner outcomes.
T26 A good range of techniques was seen. Teachers elicited language well, prompted students efficiently, gave clear instructions and used concept-checking questions competently; they listened to their students, giving them sufficient time to think and produce the target language at sentence level. A good variety of skills teaching was seen.
T27 Teachers managed their classrooms and resources confidently. Students responded well to various mingling activities. The coursebook was used imaginatively, in conjunction with well-produced handouts, pictures and cards. Whiteboard work was generally good, well organised and with purposeful use of colour; the whiteboards themselves are, however, small in relation to the wall space available.
T28 Most teachers monitored students' language quite well and encouraged self- and peer-correction, although there were some missed opportunities for correcting students' spoken language.
T29 A range of activities to evaluate learning was seen. Students were asked to write a text using new language learnt in the lesson, others were asked to identify in a text new vocabulary previously heard on a recording. All teachers made useful reference to previous work done when checking learning.
T30 Teachers used nomination to ensure all students were involved, and personalised topics well. Some creative classroom tasks enabled much student to student communication; students clearly enjoyed working in well-managed pairs and small groups. There was a very positive and purposeful atmosphere in all classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to very good, with the majority of segments observed judged to be good. Teachers showed good knowledge of the language and gave appropriate

models. Lesson plans were relevant to student needs. A good range of techniques was seen and teachers managed resources with confidence. Learning was checked by means of a range of activities. There was a very positive learning atmosphere in all classes.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. All teachers have appropriate qualifications and are given sufficient support to ensure their teaching meets the needs of their students. Teachers benefit from regular CPD activities. Course design is clear and learner management procedures are in place. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☒	☐	☐	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☐	☒	
W4 Dealing with abusive behaviour	☐	☒	☒	☒	
W5 Emergency contact number	☐	☒	N/a	☐	☐
W6 Transport and transfers	☐	☒	☐	☐	☐
W7 Advice	☐	☒	☒	☒	
W8 Medical and dental treatment	☐	☒	N/a	☒	

Comments

W1 The school takes student safety and security seriously. The move into the new premises has been well managed. Entry to the building has to be achieved by intercom; there are security cameras covering all significant locations and the risk assessment for the building is generally very thorough; fire wardens have been nominated and briefed for each of the five floors; fire escape signage is nearly always clear with the exception of one redundant and possibly misleading sign in the basement exit to the garden. There is, however, concern about security with the basement fire exit door to the front of the building. It is currently possible for people to enter from the street during the day time without being immediately challenged. No fire drill requiring evacuation of the building has taken place. While there is a first aid training session planned for the near future, the only currently trained first aider is the principal, which means there is no cover in her absence. Immediately following the inspection the inspectors were sent written and visual evidence that the fire door had been amended and can no longer be opened from outside. Evidence was also sent that a fire drill was carried out and evacuation procedures worked successfully. These two issues are no longer points to be addressed.
W2 The school has taken great care in explaining to students of different ages what the provision is in a number of different ways. There is clear and accessible information in pre-arrival information, induction sessions appropriate to students' ages, student handbooks and posters. A classroom is set aside at specific times for prayer as needed.
W3 Although there is a named person for students to contact, students in the focus group felt free to contact anyone in the front office. The students felt there was an open atmosphere in the school which allowed them to approach who they wished.
W4 Staff and students are well informed about all aspects of this criterion. There is a thoroughly sound policy in place and staff have been well briefed and trained in Prevent procedures. Students are informed about these issues at induction, in their handbook and on well-placed reminder posters throughout the school.
W7 All aspects of this criterion are sensibly handled and information is provided in a variety of ways. Pre-arrival information deals with certain aspects; induction deals with others and the student handbook provides written reminders in accessible language. Posters highlight significant features.
W8 Information is provided in all the formats already mentioned. Students are reminded about all their entitlements and procedures at induction, in handbooks and through posters.

Accommodation profile

Comments on the accommodation seen by the inspectors

Homestay is offered by the school for year-round provision. When demand is higher the school makes use of a local agency which has been arranging accommodation for the school under its former ownership for many years. The school is planning to use a local student residence for the coming summer and has booked a number of places for adults. Three homestays and the residence were checked by one inspector.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☒	☒	☐
W10 Accommodation inspected first	☐	☒	☐	☒	☐
W11 Accommodation re-inspected	☐	☒	☐	☐	☐
W12 Accommodation registers	☐	☒	☐	☐	☐
W13 Information in advance	☐	☒	☒	☒	☐
W14 Student feedback	☐	☒	☐	☒	☐
W15 Meals in homestay/residences	☐	☒	☒	☒	☐

Comments

W9 Hosts are well briefed prior to taking on students and are provided with a detailed booklet. Those homestays inspected showed that this information had been taken seriously; all three homestays were clean, warm and with sufficient space for study and relaxation; all personal laundry was carried out by the hosts; all homestays demonstrated a welcoming and friendly atmosphere.

W10 Initial inspection questionnaires cover a wide range of issues. Fire risk assessments and gas safety certificates had been checked and recorded by the school.

W13 Students receive a very well-produced information sheet about the homestay and its location, including bus routes. Information about the host is included.

W14 The accommodation officer checks satisfaction with accommodation in the first week, although this is not recorded unless there is a problem. Students in the focus group staying in homestays spoke warmly of their hosts. Examples were provided of timely changes where these were needed.

W15 All hosts spoken to provided ample evidence of a wide variety of food provided and the process of taking account of student preferences. Those students in homestay spoke appreciatively of the food provided.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☒	☒	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☐	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐

Comments

W17 Information provided to hosts is detailed and well presented. Those homestays visited were well versed in the requirements of the school and were able to describe what was expected of them by their students. Hosts reported a good relationship with the school and effective communication.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☒	☒	☒	☐
W23 Health	☐	☒	☐	☒	☐

Comments

W22 Students lodged in the residence seen by the inspector will have their rooms and common areas cleaned on a daily basis.

W23 First aid provision is available 24 hours a day; fire drill records were consulted and found to be up to date.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☐	☐	☐
W25 Other accommodation	☐	☐	N/a	☐	☒

Comments
None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☒	☒	
W27 Leisure programmes	☐	☒	☐	☒	☐
W28 Health and safety	☐	☒	☒	☒	☐
W29 Responsible person	☐	☒	☐	☐	☐

Comments
W26 Information about local events is readily available to students; the social organiser makes a point of being available at coffee breaks to find out about student preferences and to help them make contact with outside events and organisations to encourage meeting native speakers. W27 The leisure programme makes use of a range of free or cheap local events and activities and helps students to join trips outside Edinburgh. W28 Risk assessments for all activities were available. Although the activities are essentially low risk, accompanying staff are required to sign that they have read and understood the risks and suggested actions. Comments on the risk assessments are also invited on the staff form.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for pastoral care, information and leisure activities are well met. Accommodation provided is suitable and accommodation systems are good. Fire procedures and door security required attention at inspection but deficiencies were addressed satisfactorily shortly afterwards. *Care of students*, A*ccommodation and Leisure opportunities* are areas of strength. The whole works well to the benefit of the students.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☒	☒	☐
C2 Guidance and training	☐	☒	☒	☒	☐
C3 Publicity	☐	☒	☒	☒	☐
C4 Recruitment procedures	☐	☒	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☐	☒	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☒	☒	☐
C7 Accommodation	☐	☒	☐	☒	☐
C8 Contact arrangements	☐	☒	N/a	☒	☐

Comments
At inspection there was only one student under 18. During the summer period young learner courses for students aged 12–17 will be run and closed groups of under 18s are accepted at other times. C1 The school has put a great deal of effort into preparing all the appropriate documentation relating to safeguarding. There is a detailed policy in clear and accessible English with an abridged version for parents. The

policy was put together by the head office of the organisation with specialist advice. Poster versions of salient parts are on noticeboards in the school.

C2 The designated child protection officer (DCPO) with specialist training is the principal but all staff have completed the basic awareness training. This was delivered online; all staff are required to confirm that they have completed the training, and records of this are kept. Homestay hosts have been provided with the safeguarding policy and are required to sign to confirm that they have read and understood its contents. Records of this are on file.

C3 An abridged version of the safeguarding policy is sent to parents of under 18s prior to enrolment, along with rules that students are expected to observe. This gives a clear account of the level of care provided and the rules that students are expected to observe.

C4 All staff have been cleared through Disclosure Scotland system (Protecting Vulnerable Groups [PVG]). Homestay hosts who accept under 18s are required to be PVG checked.

C5 All 16 and 17 year-olds have a separate induction during which those aspects of welfare specific to this age group are dealt with; they are required to sign in every day and have a weekly meeting with the welfare officer. Under 16s generally come in specific groups and have their own induction, timetable and leisure programme.

C6 There is a varied list of curfew times for different age groups and students as well as hosts are made aware of these at induction and in their arrival information. The rules and advice include items such as liquor laws, road safety and what to do if detained by the police. Consent forms, including acknowledgement of terms and conditions, are signed by parents/guardians and are on file.

C7 All under 18s are lodged in homestays and hosts are made aware of their responsibilities. All under 16s have a sandwich lunch, which is provided by the school whether they are part of a group or not. Students aged 16 and 17 are allowed to go to local shops to purchase lunch.

C8 All students are required to put the school emergency number on their phone. The school ensures that it has the parents' contact number and the school regular and emergency number is provided to parents before the student arrives.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. A great deal of effort has gone into ensuring the safety, security and well being of all students in this age group. *Care of under 18s* is an area of strength.

Report expires 31 March 2021