

Organisation name	Choices International, Manchester (at Roehampton)
Inspection date	25–26 July 2016

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

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

Recommendation

We recommend accreditation with a spot check in the first 12 months.

Summary statement

The British Council inspected and accredited Choices International in July 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 vacation courses in general English for under 18s.

The inspection report noted a need for improvement in the area of publicity.

Strengths were noted in the areas of 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	25–26 July 2016
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	Training courses for football, golf, tennis and dance
Other related accredited schools/centres/affiliates	Berlitz Manchester
Other related non-accredited schools/centres/affiliates	Sports camps in Spain, the USA and Manchester

Private sector

Date of foundation	17 April 2009
Ownership	Choices International Limited (6880447); jointly owned by the managing director of Choices International and the director of Berlitz Manchester.
Other accreditation/inspection	ABLS

Premises profile

Address of main site	Froebel College, Roehampton University, Roehampton Lane, London SW15 5PU
Details of any additional sites in use at the time of the inspection	Chelsea FC Cobham training Ground, 64 Stoke Road, Stoke D'Abernon, Cobham KT11 3PT. The majority of students have football training every weekday. Europa House, 55 Mosely Street, Manchester M2 3HY. Choices International has an office in Berlitz, Manchester. Bookings and student administration are carried out from there.
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The premises of Roehampton University in south west London are being used for this summer residential course. The school has been allocated some of the Froebel college buildings. The administrative and teaching areas are in one block and the residence is also in the college grounds. Two classrooms are in use. A large room provides work stations for all academic, administrative and welfare staff. A dining hall is situated nearby.

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	32 per cent	32 per cent
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	4	4
Full-time ELT (15+ hours per week) aged under 16	20	20
Part-time ELT aged 18 years and over	0	0
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	24	24
Minimum age	9	9
Typical age range	10–17	10–17
Typical length of stay	2 weeks	2 weeks
Predominant nationalities	Multinational. No more than 3 speakers of any one	Multinational. No more than 3 speakers of any one language.

	language.	
Number on PBS Tier 4 General student visas	N/a	N/a
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	24	24

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	2	2
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	2	
Number teaching ELT 20 hours and over/week	0	
Total number of administrative/ancillary staff	8	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	0
Certificate-level ELT/TESOL qualification (TEFLI)	2
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	2

These figures exclude the academic manager(s)

Comments

The director of studies (DoS) has a diploma-level qualification.

Course profile

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

Comments

The courses are general English plus sport. The sports offered are football, golf, tennis and dance. The majority of students take the football training course; very few students take the other sports options. The English plus football course has 12 hours of football and 15 hours of English each week. Four two-week courses run during July and August. The English classes may take place in the mornings or the afternoons. Most students only study on one

course, but they have the option of studying for a longer period.

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	0	0
Private home	0	0
Home tuition	0	0
Residential	0	22
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	2
Staying in privately rented rooms/flats	0	0
Overall totals under 18s	0	24
Overall total under 18s	24	

Introduction

Choices International was founded in 2009. A partnership between Berlitz Manchester and Choices International has been in operation since 2012 and all the courses have taken place at Roehampton University. Berlitz Manchester is subcontracted to provide the English language component of the residential intensive sports courses and is responsible for providing a DoS, teachers with appropriate TEFL qualifications, and resources for teachers and students.

The sports courses are not exclusively for students who do not have English as their first language and this year several students are native English speakers. Many students only enrol for sports training and do not take any English classes. Of the 75 students enrolled at the time of the inspection 24 were taking the English course. In addition to the residential courses, day camps are also offered.

At the time of the inspection all the students were boys.

All staff stay in the student residence.

The teaching provision at Choices International (CI) was subject to a spot check in 2015 as part of Berlitz Manchester's full inspection. This is the first inspection of Choices International.

The inspection took place over a day and three quarters of a day. The inspectors met the managing director, the centre manager, the DoS, the welfare and programme co-ordinator, the director of activities and a representative from the university. Focus groups were held with teachers, activity leaders and students.

One inspector visited the residence.

Both teachers were observed teaching on two occasions.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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 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 structure is clear and understood by all staff, with reporting lines shown on the organogram. The centre manager who is now in his fourth year working for CI has previous experience as the director of activities and has had fire-awareness and safeguarding training at advanced level. He is also an English teacher in Spain. He is therefore in a position to deputise for administrative and welfare colleagues when necessary. If the DoS were to be absent for a long period of time his work would be taken over by a suitably qualified member of staff from Berlitz Manchester.

M3 Detailed and relevant job descriptions are in place for all staff, but the designated safeguarding lead does not have this responsibility indicated in his job description.

M4 Communication works very well at the informal level and staff commented positively on the availability of the senior staff. There are regular staff meetings held every evening to review the day and plan for the next. Meetings which deal with more serious matters are minuted with action points. Communication between the school staff and the university is regular and effective.

M6 Staff files are up to date and copies of all relevant qualifications have been signed and dated. References are required and are in place.

M7 Inductions take place immediately before the beginning of the course. The induction for management and welfare staff is for four days and for activity leaders and teachers three days. Staff reported that the inductions are essential to ensure that they understand the organisation and their responsibilities within it.

M8 Employees, who are on fixed term contracts, have a probationary period of two weeks. Senior administrative/welfare staff monitor activity leaders and the DoS observes teachers. Student feedback is also analysed and taken into account. There is a disciplinary procedure in place and there was evidence of a situation which had resulted in dismissal. An appraisal system has been introduced this year and all staff will be appraised at the end of the eight-week period.

M9 All staff receive continuing professional development (CPD) during induction. Several staff have attended an external safeguarding course. At the beginning of the courses teachers have an informal 'drop-in' observation followed by verbal feedback.

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 checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M10 Most aspects of student administration are carried out on-line by the full-time admissions officer in the CI office in Berlitz, Manchester. He is responsible for dealing with enquiries from agents and individuals, and booking and enrolment procedures. He is able to handle the volume of work and the CI office in Spain, which deals with sales and marketing, can support him when necessary.

M13 Next of kin/emergency contact details are initially put on the application form. Electronic records are kept for each two-week course and key members of staff can access this information remotely.

M14 As the students are on a residential intensive course, attendance is expected to be 100 per cent. This is made clear to students at induction and is in the school rules section of the student handbook. Teachers take the register for every lesson and report any absences to the welfare officer by phone or text.

M15 The school operates a 'three strikes and you're out' policy to deal with unacceptable behaviour. This is stated clearly in the student handbook and at induction. There were records of students who had had their first warning.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M16 Although this was the first inspection of CI, an action plan based on the spot inspection of Berlitz Manchester at Roehampton in 2015 was submitted and most of the points have been addressed.

M17 Systems are reviewed regularly at the end of each two-week session and at the end of the summer camp. A full review of all aspects of the course takes place at the end of the year. There is a commitment to continuing improvement and changes have been made to improve aspects of the academic and welfare provision.

M18 Residence monitors/supervisors are each responsible for a group of between six to nine students and they check that they are happily settled in at the beginning of the course. At the end of the first week students complete a questionnaire providing feedback on all aspects of the provision. The feedback is collated and analysed, but there is no record of action taken.

M19 Staff can give feedback at the daily meetings. At the end of the summer camp they are asked to complete a feedback form and feedback from 2015 was seen. A new photocopier/printer was purchased in response to staff feedback.

M20 The complaints procedure is introduced at induction and displayed on the noticeboard and included in the student handbook.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course descriptions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
-------------------	--------------------------	--------------------------	-----	--------------------------	-------------------------------------

Comments

The main publicity for the London programmes is on separate A4 flyers for each course. The flyers are also included on the CI website, which provides publicity for the organization as a whole. Although translations are available on the main website, the flyers are not in translation.

M21 The publicity is clear and generally accessible to non-native speakers, but contains examples of poor grammar, inaccurate spelling and other language mistakes.

M23 Descriptions of the English language component are not included in any of the publicity.

M24 Course information is clear and accurate with one exception; the minimum enrolment age is given as 10, but nine-year-olds may be accepted if accompanied by an older sibling. This was the case during the inspection.

M25 All course costs are included and the information about payment, cancellations and refunds is clear.

Management summary

The provision meets the section standard and exceeds it in some respects. Staff management is generally effective, with good channels of communication and helpful induction procedures. However, the designated safeguarding lead does not have this responsibility indicated in his job description. The procedures for staff monitoring and continuing professional development are satisfactory. Student administration is carried out efficiently in Manchester. Most of the quality assurance procedures are sound. The views of students and staff are sought and inform the work of the school, but action taken as a result of student feedback is not recorded. There are some weaknesses in the publicity; the language used is not always accurate, there are no descriptions of the English language component of the courses and the minimum age is inaccurate. There is a need for improvement in the area of *Publicity*.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R3 The two classrooms are spacious and suitably furnished.

R4 Students can relax in the residence, either in their rooms or in the communal areas. In good weather they can use the picnic benches outside the residence. Meals are provided in the cafeteria, which is a short walk from the residence.

R6 All staff share a very spacious workroom, which is well equipped with a sufficient number of computers, and facilities to make hot drinks. Teachers can also use a classroom if they want to prepare and discuss lessons and can relax in the residence. There is a university café nearby.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Students are given appropriate handouts and worksheets in most lessons. These are kept by the teachers in the classroom and given back to the students in a folder when they leave.

R8 One of the classrooms acts as the resource room for teaching materials. There is a class set of a coursebook for teenagers and other supplementary materials which have been used successfully with young learners in the past. However, teachers very often find suitable online materials which cater for the students' interests and the focus on football and other sports. The resources provided are adequate.

R9 Both classrooms have interactive white boards (IWBs) and other multi-media equipment. A photocopier/printer is available in the staffroom. The centre manager is able to rectify any technical problems.

R12 There is evidence that academic resources are reviewed each year in response to teachers' suggestions.

Resources and environment summary

The provision meets the section standard. The premises provide a very pleasant environment for young learners. The learning and teaching resources are satisfactory and teachers work in a professional environment.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

None.

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 checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T8 Short term absences can be covered by one of the activity leaders who has an initial TEFL qualification or by the DoS when he is on site. Staff from Berlitz Manchester can be called upon to cover longer absences.

T10 The DoS was on site for the three-day induction and from then on has been present for the first two days of each two-week course to oversee student placement and support the teachers. During the induction, teachers are given a very useful handbook and introduced to the main principles of content and language integrated learning (CLIL) and given advice on lesson preparation and delivery. During the first week, methods of assessment are discussed. Although not present every day, the DoS is in regular contact with the teachers who can contact him whenever they need advice and guidance. The outline two-week teaching programme provides a clear framework from which to work. Informal drop-in observations with oral feedback were carried out by the DoS in the first week. Teachers found the feedback very helpful.

T11 Teachers have a formal observation with written feedback at least once during the eight-week period and more often if necessary. Monitoring is also done through student feedback at the end of the first week and at the end of the course.

Course design and implementation

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

Comments

T12 Course design, which is based on a CLIL approach to teaching and learning, is made clear to teachers in their handbook. Standard course books are not used; the lessons are based on daily topics, which are chosen to appeal to young learners. Most topics focus on football and other sports, but some are of more general interest. Once a week all students, including those who only participate in football training, attend a seminar which deals with a range of topics relating to sport.

T13 Course design is reviewed each year with a view to meeting the changing needs of students. The introduction of a CLIL approach is the most recent development.

T14 Although written course outlines are displayed in the classrooms, they do not include intended learner outcomes.

T15 Teachers are encouraged to devise methods to help learners develop learning strategies, but there was no evidence that any strategies were included in the courses.

T16 Students are taught how to use sporting vocabulary as they have to understand and use their English during the daily football training, where there are students from a very wide range of countries, including some who are native English speakers. They also have to be able to communicate with the football coaches.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

T17 All students are given the Berlitz Manchester placement test. As there are currently only two levels; upper intermediate and low intermediate/ elementary, the spread of levels in each class is quite wide. However, the students felt that they had been placed appropriately.

T18 Formal monitoring of progress would not be appropriate for these students. However, there is continuous assessment which leads to the final report, and teachers have the opportunity to evaluate their students' progress when they work together in groups on a project, which they present to other students.

T21 A detailed final report is given to students.

Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	General English

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 presented accurate oral and written models of the language.

T24 The lesson content was appropriate to the needs of students and course objectives. Students found the topics interesting.

T25 The three one-hour lessons each morning provide a series of activities linked to the day's topic, but lesson plans focused more on teacher aims rather than on clearly identified learning outcomes.

T26 Nomination was generally well used and there was some elicitation of ideas and language. Several techniques need attention; students were not given sufficient controlled oral practice to prepare them for freer activities, effective strategies for presenting new vocabulary were not seen in any of the lesson segments, and reading aloud was used as a teaching technique without a clear purpose for the activity.

T27 The IWBs were used competently and a range of worksheets was provided.

T28 Teachers monitored students working in pairs and groups, but there were some missed opportunities for correction.

T29 Teachers included freer practice activities in their lessons to see how well the students could use the new language.

T30 Teachers created a positive atmosphere in the classroom and the language used was appropriate for the level of the students. Students in the focus group reported that they enjoyed the lessons.

Classroom observation summary

The teaching observed just met the requirements of the Scheme. The teaching observed ranged from weak to satisfactory with the majority satisfactory. Teachers provided accurate models of spoken and written English and the content of the lessons was appropriate for young learners. Teachers adapted their language to the level of their students and there was a positive learning atmosphere in all lesson segments. There are, however, some techniques which need attention. These include strategies for presenting new vocabulary and for preparing students for freer fluency activities. There were some missed opportunities for correction.

Teaching and learning summary

The provision meets the section standard. The teachers have appropriate qualifications. Academic management is satisfactory and teachers are monitored and supported by the DoS. There is a principled approach to course design and learner management works to the benefit of the students. The teaching observed just met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	

Comments

W1 The school takes the safety and security of its students very seriously and the concern pervades everything that happens. Risk assessments for the campus and its buildings were in place and staff had clearly been well briefed and trained in procedures. While there are speed bumps and speed restrictions on the campus, children are escorted around the campus in lines to avoid any possible traffic incidents. Fire drills are conducted for each student intake; records were seen and found to be satisfactory. Children are equally well briefed in a number of ways about how to keep safe both on and off campus.

W2 Staff are reminded to be aware of children who appear to be lonely or withdrawn. Inspectors saw examples of staff interacting with students in a way which demonstrated the institutional concern. All staff have undergone safeguarding training – all teachers and monitors/activity leaders to the basic awareness level; the welfare manager to advanced and the centre manager to specialist level. Those students who wish to pray either use their room or use a room set aside for them to do so, and information on places of worship is available.

W3 While there is a nominated staff member known to students to approach with personal problems, students said they would feel happy to approach whoever they chose. Staff mentioned examples of having dealt with issues of homesickness.

W4 All relevant policies and procedures are in place including Prevent; staff are required to be familiar with them; children are briefed at induction and have a handbook to remind them of the action to be taken if they are guilty of unacceptable behaviour and what to do if they themselves are being bullied. The school also has a policy of 'three strikes and you're out' for infringements of the school policies.

W5 All students are made aware of the emergency number; it is printed on their ID card which they are expected to wear at all times. They are also required to put the number on their phones for excursions.

W6 Airport pick up systems are made abundantly clear to parents prior to arrival. All required ID details are acquired and made known to staff involved; procedures for late arrival are made clear and all staff involved have mobile phones to report back and constant communication is stressed. Those parents who deliver their children personally are required to sign reception forms.

W7 Children at induction are briefed about personal safety, drugs, alcohol laws and smoking, although they are not allowed out of the campus unless they are on an official excursion or trip. Traffic awareness is dealt with during induction and this is reiterated during the rare excursions involving road crossing.

W8 There are five first aiders among the staff; there is a resident doctor and a hospital across the road from the campus. Trained first aiders are on hand during football at the Chelsea football training campus.

Accommodation profile

Comments on the accommodation seen by the inspectors

All students who sleep on campus are accommodated in one of two residence blocks. All rooms are en-suite in flats of six to eight rooms with a kitchen area at the end of each flat which is simply for social purposes. Students are not allowed to do use any of the cooking facilities and utensils are not available. There is no gas supply.

Accommodation: all types

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

Comments

W9 The rooms inspected in the residence were clean and well presented. All are ensuite and have a table for students to study at, if needed. Laundry is done by students themselves supervised by the monitors on Sundays; sheets and towels are changed weekly.

W11 Accommodation in the residence is allocated to the school by the university on an annual basis and may change from year to year but it is inspected each year by school representatives.

W12 Records are kept of which rooms students are lodged in.

W13 Students and their parents are provided with information about the accommodation arrangements prior to arrival.

W14 Students talk to their hall monitors about accommodation and any other issues. Problems with accommodation are swiftly dealt with. Student feedback about the accommodation is positive and students in the focus group declared themselves well pleased with the standard.

W15 All meals are served in the cafeteria some 10 minutes' walk away from the residence. The food sampled by the inspectors was wholesome and varied. Students in the focus group were universal in their praise.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 Rooms are cleaned by residence staff on a daily basis and even students' beds are made.

W23 First aiders are well distributed through the two residences and there is a doctor resident on the campus and a hospital across the road.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 The leisure programme includes visits to a limited number of places such as the British museum and Oxford

street for shopping. These are strictly supervised.

W27 The football training, which is an integral part of the programme, takes place at Chelsea football club training ground at Cobham. On Wednesday morning and Saturday there are excursions to London sites. The leisure programme takes place during the early evening after the evening meal. The activities take place either outside on the campus or in the small assembly/lecture hall between the two residences. It is varied, with a range of activities to appeal to a wide range of ages. Students were positive about the variety of activities. One inspector saw an evening quiz which proved to be a lively event with a good deal of competitive action. There is in-built flexibility in the event of wet weather and there are plenty of alternatives which can be quickly organised.

W28 As with everything else on the programme, the activities are all well supervised; staff are thoroughly briefed and diligent about what they do. Inspectors saw records of effective procedures for handling any shortcomings in supervision. All excursions have good supervision ratios; risk assessments are signed off by the leader; all activity leaders have school mobile phones, first aid kits, maps and instructions.

W29 All students spend the mornings at the Chelsea football club training facility some 30 minutes away by bus. This is supervised by professionally-qualified coaches who are all first aiders. School staff who accompany the students on these occasions are on hand to assist the coaches if necessary. Supervision is extremely tight.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Every aspect of a student's stay is carefully planned and monitored. Staff are well briefed and trained for every eventuality and are diligent in taking care of their students. Accommodation systems work well and children are comfortable and well fed. Leisure opportunities are sensibly thought out to appeal to the range of ages. *Care of students, Accommodation 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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

C1 The safeguarding policy is robust and there is evidence of specialist input. Procedures and guidelines to students and staff are all carefully thought out. All staff have DBS clearance; incident records are in place.

C2 All staff have at least basic awareness training, the nominated person has undergone advanced training and a third has received specialist training. Staff induction is thorough and comprehensive.

C3 Publicity explains well how children are cared for. All documentation provided to parents gives a clear idea of the ways in which the school takes care of their children. The reality is equally good.

C4 Reference requests specifically ask about the applicant's suitability to work with young children; these are checked.

C5 Children's safety is paramount and supervision is a key feature of every aspect of a student's stay. On excursions or other outings students are divided into manageable groups each under the supervision of a teacher/activity leader. Leaders have student lists and emergency and student phone numbers, and students have the emergency number on their phones. Supervision ratios are significantly better than those required.

C6 All excursions and activities are part of the programme and students do not have more than a total of an hour or two of free time. Even here the same level of supervision applies as to more organised activity.

C7 In the accommodation blocks there is a monitor/activity leader in each flat of six, who acts as a first port of call. First aid is available, if not from the leader responsible, from one nearby.

C8 Phone contact between parents and the school is handled well. Records of next of kin contact details are readily available and complete. Parents are sent the office and emergency number prior to the student's arrival. Students' are only allowed to use their phones for an early evening period to phone friends or family.

Care of under 18s summary

The provision meets the section standard and exceeds it in all respects. Policies and procedures are robust. Staff are well briefed, trained and diligent. Information provided to both staff and children is appropriate. The leisure programme systems and accommodation arrangements are effective and appreciated by the students and staff. *Care of under 18s* is an area of strength.
