

Organisation name	Churchill House School of English, Ramsgate
Inspection date	5 - 7 August 2014

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

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

### Recommendation

We recommend continued accreditation but recommend a supplementary inspection within 12 months to assess the home tuition provision which was very small at the time of the inspection, but was planned to increase subsequent to reorganisation.

### Publishable statement

The British Council inspected and accredited Churchill House School of English in August 2014. 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/accreditation](http://www.britishcouncil.org/accreditation) for details).

This private language school offers courses in general English for adults (16+) and for closed groups of under-18s and adults (16+) in school premises and in teachers' homes.

Strengths were noted in the areas of student administration, quality assurance, publicity, learning resources, academic management, course design, learner management, care of students, accommodation, leisure opportunities, 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	1980
Last full inspection	March 2010
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related schools / centres /affiliates	CHS Summer Centres. Separate accreditation
Other related non-accredited activities (in brief) at this centre	N/a

### Private Sector

Date of foundation	1971
Ownership	Privately owned
Other accreditation/inspection	ISI Quality English

### Premises profile

Address of main site	Spencer Square, Ramsgate, Kent CT11 9EQ
Details of any additional sites in use at the time of the inspection	None (summer centres are inspected under separate accreditation).
Details of any additional sites <b>not</b> in use at the time of the inspection	None.
For inspectors' use: profile of sites visited	The school is located near the centre of Ramsgate and the main teaching block, Paragon Mansions, overlooks the sea. It occupies three buildings close to, but not adjacent to, each other. The Paragon building and the administrative building, Spencer Square, are of Georgian to Victorian vintage, whereas the third building, the Executive Centre (now used for group courses and summer juniors, not executives), is a more modern purpose-built structure. The Paragon building has 15 teaching rooms on the first, second and third floors, 13 of which were in use during the inspection. There are two computer labs on the third floor, with 14 workstations in each. There is also a bookshop for students on the third floor, which is mainly used for loaning books to students. The ground floor of the Paragon building is occupied by a pub which the school owns and the basement houses the school's clubroom, which functions as a cafeteria for students, a bar for organised social events and a social space for games and events such as discos. The Spencer Square building accommodates the managers, administrative and welfare staff and the teachers. There is a reception area on the ground floor which is used as a common area for students to relax in and eat packed lunches. There are four teaching rooms on the ground and second floors, only one of which was in use during the inspection. The Executive Centre has 16 classrooms, one of which was being used as a teachers' room. All were allocated to the junior summer programme, which is separately accredited.

### Student profile

	At inspection	In peak week (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100% - mid June
<b>ELT/ESOL Students</b> (eligible courses)	At inspection	In peak week
Total ELT/ESOL student numbers (FT + PT)	167 + 1 home tuition = 168	169 adults plus 69 in closed groups
Full-time ELT (15+ hours per week) 18 years and over	159	160
Full-time ELT (15+ hours per week) aged 16-17 years	9	9
Full-time ELT (15+ hours per week) aged under 16	0	0
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



Other	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Comments

Other: the home tuition student was following a tailored course in professional English for which the teacher's experience was appropriate.

#### Accommodation profile

##### Number of students in each at the time of inspection (all ELT/ESOL students)

Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	149	9
Private home		
Home tuition	1	
Residential		
Hotel/guesthouse		
Independent self-catering e.g. flats, bedsits, student houses		
<b>Arranged by student/family/guardian</b>		
Staying with own family		
Students own arrangements	9	

#### Introduction

Churchill House School of English is a well established school whose main source of business has shifted from its main school to its summer junior centres, which are separately accredited. The student population outside the summer has settled to about 100, as opposed to the 300 it used to recruit, with closed groups of adults and juniors swelling these numbers at times.

It should be noted that the Churchill House junior homestay programme in Ramsgate is now included in the summer multicentre accreditation rather than that of the main school, as was the case in 2010.

The home tuition programme has been cut back as a result of staff changes over the past two years. At the time of the inspection, there were only two students placed with home tuition teaching hosts: one in Ramsgate (who was visited during the inspection) and one in the Republic of Ireland.

The inspection took place over two and a half days. Meetings were held with the director, the academic principal, the two senior teachers, the sales and marketing director, the office services and facilities manager, the social club manager, the transfer manager, the activities manager, two activity leaders, the accommodation manager, the administration officer, the administration assistant, the home tuition assistant and the junior liaison officer. Focus groups were held with students and teachers. All 15 teachers timetabled in the main school were observed. Both inspectors visited and observed the home tuition teaching host located in Ramsgate. One inspector visited three homestays.

#### Management

##### Legal and statutory regulations

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

#### Comments

M1 The items sampled were satisfactory.

### Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

M3 There are job descriptions for managers and administrative staff. Teachers' duties are detailed in the standard procedures and general information for teachers booklet.

M4 Communication is effective. There are heads of departments' meetings, which are minuted. Formal teachers' meetings are infrequent, but the teachers' room adjoins the academic managers' offices and informal face-to-face communication takes place daily. There is a pigeon-hole system and email is also used.

M6 Qualifications are investigated and appropriately verified. It is policy to obtain two references, one normally by phone. However, records of references were not always complete.

M9 The school's policy on continuing professional development for teachers is described in the standard procedures booklet. The appraisal process, which covers all staff, identifies professional development targets and managers support staff to meet them. Administrative staff are offered appropriate training opportunities and records showed they had taken them up. There is a good range of in-house EFL activities taking place. Staff are encouraged to attend external conferences and cascade knowledge to colleagues.

### Student administration

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

#### Comments

M10 The administrative team is headed by a very experienced administration officer who manages the office efficiently and humanely. The work has more pronounced peaks and troughs than in the past, but it is possible to arrange extra help in busy periods. Students are welcomed personally in reception on their first day and the staff are approachable and friendly.

M11 There is clear, detailed information in the information for students booklet which is available online and issued to students on arrival.

M12 There is an efficient, easy-to-use, online process which is the main method of enrolment. Email is used for applicants who prefer a more personal procedure.

### Quality assurance

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

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

#### Comments

M16 There is a detailed plan which satisfactorily addresses all of the points to be addressed, with the exception of those relating to home tuition. These are covered in a separate development plan. However, at the time of the inspection, this had not been fully implemented.

M17 The school has reviewed many of its processes and practices in response to changes in the market place and the introduction of new technology. This has resulted in changes to course design and learner management. Teachers have been consulted and have influenced the process.

M18 This is well done. Students complete mid-course questionnaires and some are selected for in-depth interviews with members of the academic management team. These interviews are recorded, along with resulting actions. Separate records are kept of interviews with 16 and 17 year olds. There is a well-designed leaving questionnaire which is analysed by heads of departments. For home tuition students, there is a phone call after the first two days and a confidential end-of-course questionnaire.

M19 There is an upward appraisal form for all staff. Although there is no exit questionnaire for short-term staff, the academic principal interviews them informally.

#### Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

The school uses a website and printed brochures, each medium being important. It also makes use of a variety of social media, often for the publication of photographs and videos.

M21 Both the brochures and the website are written in clear, accurate English. The website is also available in translation in 12 languages. Live online help is available on the website and there is a prominent frequently asked questions tab, which also enables questions to be sent by email.

M22 The publicity is generally accurate and gives rise to realistic expectations. The range of locations and courses for home tuition on the website at the start of the inspection included some which were no longer on offer, but this was corrected during the course of the inspection.

M23 There are clear, detailed descriptions of the courses including course objectives. The levels are described in depth with a clear chart linking each level to relevant public examinations. There are also detailed descriptions of how progress is measured.

M26 There is clear and detailed information about the accommodation options. Most students live in homestays, but other options are available, which are clearly described. There is helpful information about homestay hosts and the placement process. However, it is not always appropriate to describe hosts as families.

M27 The leisure programme is well described, including detailed information on the activities available and excursions on offer, with any additional costs clearly shown. Information is also given about help with travel provided by the social club.

M29 Claims to accreditation in the publicity conform to the guidelines. However, the standard procedures for teachers booklet contained an out-dated description of the Scheme and the handbook for homestay hosts contains an incorrect description of the Scheme and a summarised version of the publishable statement. It also stated that the school had a worldwide reputation for excellence. This statement was removed from the homestay host booklet during the course of the inspection, along with the out-dated description of the Scheme in the standard procedures handbook. However, the incorrect description of the Scheme as 'official' and the summarised version of the publishable statement remain in the homestay host handbook.

## Management summary

The provision meets the section standard and exceeds it in some areas. Staff are managed effectively and there are appropriate procedures in place to assure quality. *Student administration, Quality assurance and Publicity* are areas of strength.

## Resources and environment

### Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R4 Student relaxation facilities	<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 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

R1 There is a large number of rooms available in the three buildings, all at least adequate in size.

R2 The premises are in a satisfactory state of repair and cleanliness. Some areas in the Paragon building are a bit shabby and would benefit from redecoration.

R4 The students' club room is spacious, if a little dark during daytime. The range of food served there is appropriate and affordable with healthy options available. There is also space in the reception area of the Spencer Square building for students to eat packed lunches.

### Learning resources

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

#### Comments

R8 There is a good stock of resources for teachers, with a good number of copies of up-to-date print materials that are well organised and easily accessible, as well as materials available through the interactive whiteboards.

R9 There are interactive white boards (IWBs) in all class rooms except those in the executive centre, which are normally used for groups or juniors. The school has its own IT support staff and can also call in the company that installed the IWBs to maintain them. Teachers have been effectively trained in the use of IWBs.

R10 There are two computer rooms on the third floor of the main teaching block: each has 14 work stations. One is used for self-access study and personal use; the other is loaded with a proprietary English language learning programme for which the school has a licence. There is a virtual Student Learning Zone which students can access via the web and are able to continue using after their courses finish. The school website includes a facility for students or members of the public to ask questions about grammar and receive responses from a teacher who used to work at the school. There is also a bookshop on the same floor from which loan copies of coursebooks are issued on payment of a deposit; dictionaries can be borrowed or purchased; and graded readers borrowed. However, it is only open for half an hour every weekday and students complained that there was not enough time to borrow the books they wanted.

R11 The two computer rooms are staffed by a student assistant on weekday afternoons. Students are taken to the rooms as part of their induction. Some teachers book a slot to take their groups in as part of the teaching programme.

R12 The two senior teachers review resources in their respective areas of responsibility: the coursebook-structured modules and the electives. Teachers are consulted regularly. New coursebooks are often trialled before being

adopted.

### Resources and environment summary

The provision meets the section standard. The learning resources and environment support and enhance the studies of students and offer an appropriate professional environment for staff. *Learning resources* 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)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

T1 Three teachers did not have level 6 qualifications. However, rationales were presented which were accepted within the context of this inspection.

T2 Although the overall profile of ELT qualifications was good, one teacher had an ELT qualification which did not meet the requirements of the Scheme.

T3 A rationale was presented which was accepted within the context of the inspection.

T4 The academic management team is well qualified and very experienced.

#### Academic management

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

#### Comments

T6 The two senior teachers arrange teacher deployment in consultation with the academic principal. Student progress records are taken into account, along with test results and leaving questionnaires. The majority of classes have the same module teacher for two months.

T7 Every student receives a personalised timetable and every teacher receives two copies of their timetable including a full class list which is regularly updated. Friday afternoons are kept free for Muslim students to attend the mosque without loss of class time. Elective students can be offered a choice of days in their timetables for the afternoons depending on their personal needs and finances.

T8 There is good provision for cover. During the year, there are approximately ten suitably qualified teachers who are not currently timetabled and can be called on for cover. During the summer, there is a floating teacher available.

T9 There are monthly module start dates with provision for fortnightly half-module intakes, where appropriate provision is made for continuous enrolment. A booster course has been designed for Arabic-speaker students.

T10 There are frequent in-house events focusing on teaching. The senior teachers, whose office is next to the teachers' room, speak to teachers on a daily basis and give extra support to new teachers. Various forms of guidance and support for home tuition teachers have been provided.

T11 All teachers in the main school have been formally observed by an academic manager within the past year. Teachers commented that they received feedback and found it helpful. Observation of home tuition teachers is carried out by two suitably qualified former employees. Although the provision has only recently been re-organised, observations have been carried out of seven teachers. There are six more teachers to be observed as soon as they

are allocated a student.

### Course design and implementation

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

#### Comments

T12 Courses are structured around the choice of a coursebook. There are twelve modules from complete beginner to very advanced, each comprising a month's worth of morning classes. One module is based on either a whole coursebook or half a book. The choice of books takes account of ages and the need for interactivity and authentic material, with attention paid to cultural sensitivities. There is clear, detailed guidance for teachers in the standard procedures booklet.

T13 Course design review is led by the senior teachers, who talk frequently to teachers and arrange for new books to be trialled before being adopted. The installation of IWBs has resulted in the introduction of a textbook series with an interactive whiteboard CD-ROM for electives. Student views are taken account of through feedback forms, class opinion questionnaires and reports.

T14 There are detailed course outlines on the website and in the student work folders which are issued on day one. The student handbook also gives general information about the content of lessons.

T15 The school gives students a leaflet promoting independent learning strategies and has a range of resources to facilitate this, including online materials in the student learning zone and student study records. Students are encouraged to keep an independent learning diary. They also complete self-assessment reports which are discussed at tutorials. Lessons routinely include work on pronunciation and students are taught the phonetic alphabet.

### Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

T17 Prior to arrival, students complete a timed online placement test, which can be entered at four different levels. On arrival, they are interviewed by one of the academic managers. The procedure works efficiently and students are able to enter class by mid-morning on day one.

T18 There is a comprehensive process for monitoring student progress which involves: monthly module achievement tests that include a speaking component; module work schedules to monitor a group's progress through the syllabus at the end of each morning; detailed student progress records which are signed by both the teacher and the student; self-evaluation records; and monthly individual tutorials at which the previous two items are completed and discussed.

T21 The final monthly student progress record (T18) is the academic report. It derives from the continuous assessment throughout the course and is co-related to the relevant band in the Churchill House level descriptor grid, which is based on the Common European Framework of Reference.

### Classroom observation record

Number of teachers seen	16
Number of observations	16
Parts of programme(s) observed	Levels from lower elementary to post intermediate; electives on

vocabulary, pronunciation, additional English and IELTS.

#### Comments

The total includes one home tuition teacher.

#### Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T23 Teachers gave clear presentations of meaning and good models of both grammar and pronunciation. Phonetic script was extensively and accurately used. In better segments, word stress was marked on the white board.

T24 Overall, there were detailed class profiles and teachers adapted their language appropriately. There were examples of good written reinforcement to meet visual learners' needs. In a small minority of segments, it was not made clear that the teacher was using an informal register which would not be appropriate in more formal situations.

T25 Generally, topics and materials were appropriately selected and the course book was judiciously used. In some stronger segments, well-chosen video and audio materials were used.

T26 Overall, activities were coherently sequenced and learning outcomes shared with students. Homework was set and referred to in the lesson. However, learning outcomes were sometimes expressed in terms of what the teacher does rather than what the students can do.

T27 There was generally effective management of the classroom environment, with flexible use of furniture and competent use of IWBs. White boards were well used and there were some good examples of video and audio played from the computer. However, there was no white board or similar in the home tuition teaching room.

T28 Teaching techniques were appropriate. There were examples of effective elicitation and very good attention to pronunciation, including word stress. In some cases, however, students needed more opportunity to practise language after it had been corrected.

T29 Pair and group work were satisfactorily managed and there were generally good opportunities for student to student interaction, including role plays and the effective use of rap. In a minority of weaker segments, however, there was too much teacher talking, with the teacher doing things that the students could have done.

T30 Students were fully engaged and teachers generally knew students well and took account of individual needs.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to excellent, with the predominance being good. Teachers showed sound knowledge of the systems of English and generally adapted their language to the level of their students. Lessons were appropriate to course objectives and activities coherently sequenced. Teachers effectively managed the classroom environment and often made good use of learning technology. Techniques were appropriate and students generally had good opportunities to participate. The learning atmosphere was positive.

#### Teaching and learning summary

The provision meets the section standard and exceeds it in some areas. *Academic management, Course design and Learner management* are areas of strength. Teachers are generally appropriately qualified and suitably experienced. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme.

## Welfare and student services

### Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 premises offer a safe and secure environment. Comprehensive policies and procedures are in place which ensure that students are provided with an appropriate level of care with regard to their safety and security and all staff are aware of their responsibilities in relation to this aspect of a student's stay. All visitors are monitored via CCTV and are required to sign in at the main school reception. Students are given advice on personal safety both in writing and orally at induction. A member of staff is employed, throughout the year, as a school crossing patrol officer at the Paragon premises which is located on the corner of a busy main road.

W2 There are thorough induction procedures in place. Students are taken on a tour of Ramsgate and advised on any areas to avoid at night. A 'quiet room' is available for prayer in the main school. Students at the focus group felt they could turn to any member of staff for support.

W3 The accommodation manager, who is the designated child safeguarding coordinator, (from hereon accommodation manager), the young adult welfare officer and the social club manager are clearly identified to students at induction and on the staff photo board in reception.

W4 Procedures in relation to this criterion are outlined in accessible language in the student handbook. Notices on noticeboards and in classrooms about abusive behaviour are displayed using graphic elements which enhance effective communication. A detailed policy statement is also in place and is made known to staff.

W5 A 24-hour emergency number is communicated to students through written information sheets provided before and on arrival. The number is also shown on the student card.

W6 Comprehensive information on travel from the point of arrival to the school or to accommodation is provided routinely. This information is updated periodically and indicative costs are shown. Transfers are arranged by the school, using a trusted local taxi firm, and are administered efficiently by the transfers manager, assisted by two coordinators. Procedures and information take account of unforeseen circumstances.

W7 Advice in relation to all the points in this criterion is made available to students in pre-arrival documentation and in the student handbook and is reinforced at students' induction. Students who have to register with the local police are identified on arrival at the school and informed about the procedures by the accommodation manager.

W8 Information in relation to this criterion is provided in easily accessible language in the student handbook and on information sheets displayed in the social club office.

### Accommodation profile

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

The school offers homestay accommodation. The options are full board or half board in single or shared rooms. The school provides information on bedsits, hotels and shared apartments for which students make their own arrangements. All the homestay accommodation is within reasonable walking distance of the school, to a maximum of 25 minutes, or is a short bus ride away. Three homestays were visited.

### Accommodation: all types

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

#### Comments

W9 All the accommodation seen is of a good standard and provides a comfortable and friendly environment. In two homes students have en-suite bathrooms.

W10 The accommodation manager or her assistant carry out initial visits and information is recorded on the school's computer system. A comprehensive pro-forma is used to record information and this includes reference to risk assessments and Gas Safe certificates.

W11 All homestay accommodation is re-visited at least once every 18 months and the accommodation manager and her assistant carry out annual risk-assessments. The accommodation manager has had previous experience of being a host and her assistant is a current homestay host for the school.

W12 Accommodation registers are up-to-date and held securely.

W14 Student feedback is obtained through a number of channels. On arrival, students are asked whether their accommodation is satisfactory and are sent to the accommodation officer immediately if they have any issues. At an early stage of their course, students are asked to come to the accommodation office individually to report on their satisfaction with accommodation. A mid-course questionnaire is administered for under 18s and they are seen individually, or in small groups, by the young adult welfare officer. An end-of-course questionnaire is also completed, with returned questionnaires circulated and analysed by relevant staff.

W15 Prompt action is taken by the accommodation manager when there is any dissatisfaction with the meals provided in homestays, as instanced during the inspection when a student with specific dietary needs was moved to a second homestay where the host was able to offer provision for the student to cook her own food.

#### Accommodation: homestay

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

#### Comments

W16 This requirement is checked at an early stage by the accommodation manager in individual meetings with students.

W17 All arrangements are clearly set out in written terms and conditions which are provided to all hosts. Costs, booking arrangements and cancellation conditions are all clearly stated.

#### Accommodation: residential

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

#### Comments

None.

#### Accommodation: other

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

## Comments

W24 Students are given a guidance sheet, which is also displayed on the notice board in the main school student lounge, and the accommodation officer provides support as needed.

### Leisure opportunities

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

## Comments

W26 Students are well informed of Ramsgate attractions and local events via display stands and large noticeboards in the main school and in the Paragon building. Staff in the social club office are always available to help students make bookings or obtain discounts for events and monthly hand-outs are also given to all current students and new arrivals.

W27 A varied programme of activities and excursions runs throughout the year and is expanded during the summer months to cater for increased student numbers. The leisure programme is well planned, organised and run by the social club manager and his assistant. Four activity leaders are closely involved in the programme and some are recently-qualified graduates who are able to offer specialised guidance on trips to art galleries or historic sites. The club room in the Paragon building is a popular venue for film nights, karaoke and educational talks. Regular trips are organised to popular tourist destinations and students at the focus group described guided walking tours in Canterbury, London and Brighton which they had enjoyed. An adult 'Pay-As-You-Go' programme is also offered which includes, for example, golf afternoons and wine tasting tours.

W28 Health and safety issues are taken very seriously and detailed risk assessments are in place for all activities. These are read by all staff responsible for activities. Additional guidance is given to staff supervising off-site activities.

### Welfare and student services summary

The provision meets the section standard and exceeds it in most areas. Student security and pastoral care are well catered for and comprehensive information is available. Accommodation provision is of a good standard and accommodation systems work to the benefit of students. *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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

C1 The school has a clear safeguarding and child protection policy in place and has stated procedures for its implementation. The accommodation manager is the named child protection officer. Students under 18 are clearly identified in class registers and by colour-coded ID cards. At induction they attend an additional meeting with the young adult welfare officer and social club manager.

C2 All staff receive training on safeguarding and child protection delivered by the accommodation manager who has

received training up to level 3.

C6 Students aged 16 and 17 are clearly identified to staff and activity leaders are nominated to look after them in a pastoral role on leisure activities or excursions. Students in this age group are required to hand in their student ID cards when they attend evening functions in the club room where alcohol is available but is only served on production of a student card which identifies the student's age.

### Care of under 18s summary

The provision meets and often exceeds the section standard. Appropriate safeguarding and child protection procedures are in place for the age range of students under 18 accepted by the school. *Care of under 18s* is an area of strength.

## Additional criteria for the inspection of home tuition

### Home tuition register

Criteria	Not met	Met	Strength	See comments
HT1 Register up to date and accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HT2 Teaching hosts visited	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

HT1 The register has been reduced to a small number of teachers whom the school has re-validated. Full and accurate information is kept on these teachers.

### Terms and conditions

Criteria	Not met	Met	Strength	See comments
HT3 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HT4 Member of the household	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

HT3 The teaching host visited was clear on the rules, terms and conditions. She was not aware of the legal requirement to carry out a fire risk assessment and had not had smoke alarms installed at the time of the inspection. However, assurance was given by the school that a fire risk assessment was carried out shortly after the inspection and that smoke alarms were being installed soon after that. It was also stated that no further students would be placed with the host until the alarms were installed.

### Placement

Criteria	Not met	Met	Strength	See comments
HT5 Matching student to placement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HT6 Assessing level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HT7 Problems and complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

HT5 Until a home tuition co-ordinator is re-appointed, student placement is attended to by the director and the academic principal and great care is taken to look at each student's needs so as to match the background and qualifications of students and teachers appropriately. The one currently placed student was pleased with her placement.

HT6 A detailed specification of the student's needs is compiled from information gathered in advance and on arrival. The student was very satisfied.

### Environment

Criteria	Not met	Met	Strength	See comments
HT8 Teaching and study rooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HT9 Use of environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

HT10 Time away from host	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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### Comments

Both inspectors visited the one home tuition teaching host in the UK with whom a student was placed at the time of the inspection.

HT9 The student has the use of a spacious open-plan area on the ground floor, in which the kitchen area is used for teaching and the living room is available for relaxation and quiet study. The teaching host had given the student appropriate information and advice about local facilities and services, and the social club and social activities programme of the main school were available to her.

### Home tuition summary

The provision meets the requirements of the Scheme. Although home tuition has recently been re-organised, the systems are rigorous and well documented; placement arrangements are thoughtful and the home and local environment serve to support the student's learning and development.

