

Organisation name	City School of Languages, Swansea
Inspection date	6–7 June 2017

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

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

Recommendation

We recommend continued accreditation. However, there should be a spot check within six months at a time when one of the groups of under 18s is studying at the school; the spot check should also check that weaknesses in M3, R2, W4, C1 and C5 have been addressed.

Summary statement

The British Council inspected and accredited City School of Languages (CSL) Swansea in June 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (16+) and for closed groups of under 18s (14–17).

Strengths were noted in the area of course design.

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

Organisation profile

Inspection history	Dates/details
First inspection	November 2008
Last full inspection	May 2013
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	November 2013
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	August 2006
Ownership	Name of company: City School of Languages Ltd Company number: 5899490
Other accreditation/inspection	N/a

Premises profile

Address of main site	93–94 Mansel Street, Swansea SA1 5TZ
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school owns and occupies the whole of a three-storey building, situated within walking distance of the centre of Swansea. On the ground floor there is a reception area linked directly to an open plan office space, where the student services officer and the principal work. The vice principal's office, teachers' resource room and staffroom with kitchen are also on the ground floor. The three floors contain ten classrooms. On the first floor there is a computer room, a student common room and table tennis room. A room on the second floor is used as a prayer room.

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	26	30
Full-time ELT (15+ hours per week) aged 16–17 years	0	5
Full-time ELT (15+ hours per week) aged under 16	0	25
Part-time ELT aged 18 years and over	4	4
Part-time ELT aged 16–17 years	0	N/a
Part-time ELT aged under 16 years	0	N/a
Overall total ELT/ESOL students shown above	30	64
Advertised minimum age	17	17 for adult courses 14 (for closed groups)
Actual minimum age	18+	14
Advertised maximum age	N/a	N/a
Actual maximum age	N/a	N/a
Typical age range	18–40	14–40

Typical length of stay	24 weeks	2–3 weeks; 6 weeks
Predominant nationalities	Saudi, French, Spanish	Saudi, Spanish, Italian
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	21	32

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	6
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT 10–19 hours a week	2	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	1
Comments	

The vice-principal is the academic manager and is not timetabled to teach.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	4
Comments	

None.

Course profile

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

Comments

The school runs general English courses of 17 or 25 hours per week. IELTS preparation courses are available in the afternoon. 16/17 year olds can be enrolled on adult courses with parental consent; there were no 16/17 year olds enrolled in the week of the inspection. General English courses for juniors are run in the summer and as closed groups year round (14–17). Teacher refresher courses, which include a language development component, are offered year round subject to demand; a closed group teacher refresher course is scheduled to start at the end of June. The school also offers work placement programmes consisting of a one-week or a two-week general English course followed by employment in local businesses arranged by the school; one such course was running at the time of the inspection.

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	5	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	25	0
Overall totals adults/under 18s	30	0
Overall total adults + under 18s	30	

Introduction

City School of Languages Swansea (CSL) is an independent language school located close to the centre of Swansea. It was founded in 2006 and awarded accreditation in 2009. Until 2015 a large proportion of the students were enrolled on an International Foundation Programme (IFP) run in co-operation with the University of Wales Trinity St David; there were 60 students enrolled on the IFP.

There have been a number of changes over the previous 18 months. Management and administration roles have been re-assigned to three core staff members: the principal; the vice principal, who is the academic manager,

appointed in July 2016; and the student support officer (SSO), appointed in March 2017. The principal is now full-time at Swansea and has taken on responsibilities formerly held by the marketing director and finance director. The vice principal, although primarily responsible for academic management, has a key role in all aspects of the operation. Together with the SSO, the principal and vice principal take a team approach to administration and student services, with roles and responsibilities being shared.

CSL's main provision is now general English and IELTS courses. At the time of the inspection just over half of the students were Arabic speakers, many on embassy-sponsored schemes. The school also runs closed group courses for adults and for school groups (14–17) throughout the year. The adult courses can include teacher refresher programmes. No closed group courses were running at the time of the inspection.

The school runs a work placement course which consists of a four-week, two-week or one-week general English course followed by employment in local businesses arranged by the school, with a regular Friday lesson at the school during the placement in order to monitor progress. At the time of the inspection five students had recently completed their language course and had been allocated work placements. One student was providing office support in the school. All five students were in homestay provided by the school.

The inspection took place over one full day, one half day and a part day. The inspectors talked to the principal, vice principal and SSO. They held a meeting with the four teachers and a focus group with selected students. All four teachers timetabled during the inspection were observed by both inspectors. One inspector visited two homestay providers and a student house which is occasionally used to accommodate adult students.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The three management and administration staff share operational roles and work in the reception area and back office. This team approach is designed to ensure all aspects of student services are covered, particularly as the SSO has only been in post for three months.

M3 Job descriptions do not accurately specify duties and responsibilities. Descriptions of duties are often vague and there is no mention of who is responsible for health and safety, safeguarding and Prevent. The vice principal's job description defines his academic role, but his role is actually more extensive. The SSO's job description is extensive and covers areas for which she is not yet qualified.

M4 There is ongoing informal communication as all staff are based in the same area. Formal monthly meetings with clear action points have lapsed in recent months, but there are plans to reinstate them. Teachers have a daily morning meeting before classes start.

M5 There is a thorough Staff Handbook which includes areas such as grievance, capability and disciplinary procedures, and employment rights. Some of the content is not relevant to the current operation, but could be useful when the school grows. Sections relevant to the specific context in which the school operates have been added.

M6 All certificates and qualifications are verified. References have been obtained for all staff.

M7 There is a clear policy statement for the induction of new staff including a checklist of items to be covered which is checked and signed by the member of staff. The checklist did not include safeguarding and Prevent although they are covered in induction. This was amended during the inspection and is no longer a point to be addressed.

M8 The three members of the administration and management staff work in close proximity to each other and performance can be monitored on an ongoing basis. The vice principal closely monitors the teaching team through daily meetings and regular observation. Formal procedures include a thorough annual appraisal form, a specified probationary period, and the capability and disciplinary procedure outlined in the Staff Handbook.

M9 There is a clear desire to support the continuing professional development (CPD) of all staff. For non-academic staff this has been work-related training in areas of first aid, safeguarding, fire safety and Prevent. Teachers have access to academic development opportunities (see T10).

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 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 type="checkbox"/>	

Comments

M10 Staffing levels are adequate. In addition to the three main staff members, there is a work experience student who can assist when required. Staff in the front office were seen to be courteous and capable of using the computer database and software.

M13 Emergency contact details are available for all students as appropriate. In some cases with adult students the emergency contact is the sponsor. The database can be accessed remotely by the person holding the emergency phone.

M14 Attendance is closely monitored and there is an appropriate escalation of response to persistent absenteeism, culminating, if necessary, in expulsion. The policy and procedure is known to students and staff, but there are different versions of the policy posted around the school and in handbooks. Some of these versions are written in language that is not accessible to lower level students. Students who arrive late have to report to the reception desk and if their lateness is for a valid reason they are given a green card which allows them to enter the class.

Quality assurance

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

Comments

M16 Some of the points to be addressed from the last inspection have not yet been addressed, namely: M2, R2, W28 and C5.

M18 Initial feedback is obtained in the first week by talking to students. This is appropriate given the small number of students involved. However, action taken on this initial feedback is not always recorded. Mid-course and end-of-course feedback questionnaires are completed and collated, and appropriate action is discussed by the principal and vice principal. A student committee met in November 2016 and this led to follow up action being taken.

M19 Staff feedback is given at the daily meeting and in occasional one-off brainstorming sessions.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>

Comments

The main medium of publicity for CSL is the website. A new version of the website was launched in October 2016. The website is not currently available in translation. There is also a printed brochure and price list, available as a PDF document. The school has a presence on social media.

M22 Generally the publicity, including photographs, gives a realistic and accurate picture of the school and its services, with the exception of the social programme (see M27). A description of CSL as being a 'high quality school' was removed immediately after the inspection.

M24 All the information relating to this criterion is provided. The maximum class size is given as 15 but with the proviso that 'in some circumstances this may be increased to 16'. A definitive maximum class size is therefore not made clear. None of the classes observed during the inspection had more than nine students enrolled.

M27 The social programme states that 'there is always something happening' when in fact there have only been two events in the last month. The phrase was removed immediately after the inspection, but this is still a point to be addressed as the social programme page implies a more extensive programme than is actually being provided.

Management summary

The provision meets the section standard. The school is going through a period of change and there is a need to clarify specific roles and responsibilities, but overall the management of the provision operates to the benefit of its students in accordance with its publicity, and is supportive to its staff.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises are very spacious for the number of students enrolled, and would continue to be so if the student numbers increased significantly. The common rooms for students and for staff as well as the computer room, provide a comfortable environment for students and staff.

R2 The premises are generally in an adequate state of repair, but there are some areas, notably the prayer room, where there is unsightly damp penetration. The student toilets also need repair and redecoration. Cleaning takes place in the evening. There is no procedure for checking the cleanliness of the toilets and the provision of hand towels during the course of the day. The men's toilet had no hand towels throughout the first day of the inspection.

R4 There is a common room for students to relax in and a separate table tennis room. Water is provided free of charge and students can buy food in nearby shops and cafes. They have use of a microwave.

R6 The teachers have a large resources and workroom where they can keep their teaching materials, work on lesson planning and marking, and hold meetings. Adjacent to this room there is a lounge with a kitchen area where staff can relax and eat at lunchtime. The staff facilities are located next to the vice principal's office, thus allowing for

regular informal contact and liaison on academic matters.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 receive a coursebook for their first term, the cost of which is included in the course fee. Coursebooks for subsequent courses have to be purchased. Students are given access to further printed and digital materials to support their learning.

R8 Teachers are able to use a stock of supplementary materials, both published and in-house. There is also a shared teachers' drive which gives access to further materials and information and articles on teaching methodology. Materials and guidance for meeting the specific needs of the significant numbers of Arabic-speaking students in the school are limited.

R9 Audio equipment is available in all classrooms. There are projectors and laptops in three of the classrooms. The computer room has ten computers. Wi-Fi is available throughout the building. Maintenance of educational technology is outsourced to a company in Cardiff who can respond quickly if there are breakdowns.

R10 The computer room can be used for quiet study.

R12 Materials are reviewed on an ongoing basis by the vice principal, taking into account the views of the teachers. Recent reviews have included a change of core coursebooks.

Resources and environment summary

The provision meets the section standard. The building functions effectively as a place for study and for relaxation. Some further attention needs to be given to repair and maintenance. The learning resources and environment support and enhance the studies of the students and offer an appropriate professional environment for staff.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T4 The vice principal provides strong academic leadership. He has many years experience including several years as a teacher trainer.

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

Comments

T8 Cover is provided by the vice principal or a local retired teacher who is generally available and suitably qualified.
T9 Students can enrol any week and are placed in class as quickly as possible, and then introduced to their teacher and classmates. Teachers are aware of how to integrate students into the class and course.

T10 The arrangements for CPD are appropriate to the size of the school and the needs of the teachers, most of whom are recently qualified. The daily morning meeting is seen as an opportunity for discussing areas of CPD. Teachers have attended external events such as the Learn English in Wales conference in October 2016, for which expenses were paid. In the past teachers have been offered financial support to upgrade their qualifications. There are advanced plans to run in-house workshops and a form has been designed on which teachers can record, and have ownership of, their professional development. Teachers in the focus group felt strongly that they were being supported and helped to develop.

T11 All prospective teachers deliver a 60-minute lesson as part of their interview. This is observed by the vice principal and feedback is given. After appointment, further observations are carried out by the vice principal of all teachers, usually twice a year. Informal monitoring of the teaching staff takes place at the daily meetings. Student feedback is taken into account and extra observations can be arranged for teachers where there is cause for concern. Where there is serious cause for concern the capability procedure can be invoked.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 There is a principled and coherent structure to course design. Courses are structured around four 12- or 13-week terms a year and are coursebook based. A coursebook generally, but not always, lasts for a term. Students are given access to a commercially-produced digital platform which focuses on grammar and blends online and mobile resources with book-based materials; this is a core timetabled component of all general English courses and allows teachers to guide and track the individual learning programme of their students. General courses also include integrated and timetabled use of a commercially produced resource designed to activate learning outside the classroom. Thorough syllabuses and schemes of work are available for all courses.

T13 Course design is regularly reviewed by the vice principal in consultation with the teachers and with the principal.

T14 Weekly learning outcomes are posted in the classrooms. Individual lesson agendas are usually written on the whiteboard.

T15 There is a strong emphasis on supporting and developing learning strategies for the students, both inside and outside the classroom. The digital platform encourages autonomous learning and students have continued access to this resource for a full year, regardless of the length of their course. Formal tutorials, which are conducted by the vice principal usually on a one-to-one basis, address learning strategies.

T16 The commercially-produced resource designed to activate learning outside the classroom is a structured way of getting students to benefit linguistically from the local environment. Similar materials have been produced in-house and relate to the specific context of Swansea and South Wales.

Learner management

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

Comments

T18 There are regular tutorials and course-related progress tests.

T21 All students receive an academic report with grades related to the Common European Framework of Reference (CEFR). Sponsored students receive a certificate with a score 'comparable to IELTS' even if they have not taken the IELTS examination.

Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	All

Comments

As there were four teachers timetabled, both inspectors observed each of the teachers separately.

Classroom observation

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

Comments

T23 Teachers showed a satisfactory knowledge and awareness of the use of English. Spoken models were not always delivered clearly and there was a lack of attention to natural models of connected speech. In better segments good attention was paid to practising pronunciation, with some confident use of phonemic script.

T24 Lessons were well planned. All teachers prepared detailed and perceptive profiles of their students with reference made to their differing needs and learning styles. Topics were relevant and of interest to the students.

T25 In most observed segments learning outcomes were made clear and often written on the board. Sometimes aims were expressed in terms of grammar items rather than actual learning outcomes.

T26 A reasonable range of teaching techniques was seen. Most teachers used nomination, elicitation and questioning techniques effectively. In better segments instructions were clear and checked. In several segments teachers did not model target language effectively or ensure that students were producing accurate forms. Techniques for checking that students fully understood the meaning of language items were not in evidence.

T27 Whiteboards were used effectively with content clearly laid out. Data projectors were also used in one or two segments. Often too little thought had been given to the configuration of tables to vary interaction patterns.

T28 Teachers were encouraging and offered praise and help as appropriate. There was very little evidence of a range of effective correction techniques being used.

T29 Teachers evaluated learning when monitoring and on occasions recapped on stages of the lesson to identify what had been learnt.

T30 In all lessons teachers were enthusiastic and established a good rapport with their students. Students generally worked well together and were engaged. The pace of the lessons was good and there was a positive learning atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was either good or satisfactory, with the majority of observed segments being satisfactory. Lessons were well planned. Most teachers demonstrated appropriate language awareness and teaching techniques. The resources available were used effectively. Students would have benefited from clearer modelling and controlled practice of the target language and more attention to error correction. There was a positive learning atmosphere in all classes.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The academic manager is well qualified and the teachers all have appropriate qualifications. The teachers are given sufficient support to ensure their teaching meets the needs of the students. Programmes of learning are well designed and are managed for the benefit of the students. *Course design* is an area of strength. 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 Access to the school's premises is past a reception area that is staffed between 8.30 and 17.00, the school's opening hours. Visitors are required to sign in and out. The reception area is monitored by CCTV as are other parts of the building. The principal, vice principal and SSO are all fire marshals and first aid trained. Timed full fire evacuations are conducted twice a year; however fire alarms are only tested the same number of times annually. There are first aid boxes in reception, one for taking on excursions.

W2 Teachers are generally the first point of pastoral care; they are briefed on when and how to refer students with more difficult problems to other members of staff.

W3 The SSO is identified on posters and at student inductions as the person who can deal with students' problems. She is a recent appointment and is currently assisted in this role by the principal and vice principal.

W4 There are policies and procedures for dealing with abusive behaviour but the language used in these is, at times, inaccessible for lower level learners. There is a brief section on Prevent in the school's safeguarding policy but it has not been updated; the lead Prevent person named in it is no longer employed by the school.

W5 The emergency number is given to students at induction and is in the Student Handbook and on ID cards. It rings a mobile phone held, on rotation, by the principal, the vice principal and the SSO.

W7 This information is provided on the CSL website, in the Student Handbook and at student inductions.

Accommodation profile

Comments on the accommodation seen by the inspectors

A majority of the school's students make their own accommodation arrangements, renting flats or houses in the private sector. For the remainder the school offers homestay accommodation, a student house that it owns and manages and, in the summer, a residence. During the inspection two homestays and the school's own student house 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 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 type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
W9 The homestays and student house seen were of a good standard, well-maintained and suitably furnished and equipped.					
W11 Formal checks of continued suitability had been carried out at least every two years. The current person with responsibility for accommodation, the SSO, has only been in post for a short period and has not carried out any re-inspections; but the systems to enable her to do so satisfactorily are in place.					
W13 At the start of the inspection, the standard confirmation of accommodation letter contained little or no information on the services provided, payment arrangements and conditions and procedures under which accommodation arrangements can be terminated; the template was amended during the course of the inspection to bring it to a satisfactory standard.					
W14 Students are told at induction and in the Student Handbook to contact the SSO if there are problems with their accommodation; initial feedback is collected at the end of their first week.					

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

None.

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

The residence was not visited.

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

Comments

W24 Information and advice about renting accommodation in the private sector is provided on the website.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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"/>
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Comments

W26 Information about local events and activities is provided in the Student Handbook and in leaflets and brochures displayed in the reception area and the student common room.

W27 A limited leisure programme is currently available for students. There had been one excursion in late spring and a further one was due to take place soon after the inspection. These appear to have been well organised.

W28 There are adequate risk assessments for these trips and for earlier leisure activities; there are, however, no guidelines on how to respond to situations where students are at risk.

Welfare and student services summary

The provision meets the section standard. The needs of students for security and pastoral care are met and students enjoy a good level of care and individual attention. There is, at present, a limited range of leisure activities. The accommodation is of a good standard and the management of the accommodation systems works to the benefit of students.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

There were no under 18s enrolled in the school at the time of the inspection. The school does, however, accept 16 and 17 year-olds onto adult courses and there are closed groups of 14–16 year-olds, mainly in the summer.

C1 There was an extensive safeguarding policy that also included a section on Prevent. It did not appear to be a working document and had not been reviewed for some time as one of the staff mentioned as having responsibility in this area had left the school some months previously. The language used in the policy was not always clear. The person named as the safeguarding lead had delegated her responsibilities to the designated safeguarding officer (DSO) who was carrying out the duties satisfactorily.

C2 Adults within CSL and those outside it providing services for its students are aware of the school's safeguarding policy. The DSO had been trained to a satisfactory level.

C4 Met but requests for references had only recently been expanded to include a question about the suitability of candidates to work with under 18s.

C5 This was a point to be addressed in the previous inspection; it has been partially addressed and the provider is aware of the need to further clarify supervision arrangements by the time they next have a junior group.

C6 Clear rules for under 18s were in place relating to meal arrangements and curfew times; homestay hosts were aware of these.

Care of under 18s summary

The provision just meets the section standard. There are systems and procedures in place to ensure the safety of under 18s but the safeguarding policy needs to be revised and requires greater commitment from school personnel.