

Organisation name	Community Revival, Manchester
Inspection date	6 November 2018
Current accreditation status	Accredited
Reason for spot check	Signalled: inspection of seasonal centre

Recommendation

We recommend that the provision at the Sheffield seasonal centre be included in the existing accreditation of Community Revival, Manchester. However, evidence should be provided within six months to demonstrate that T9 is fully met and W2 and W26 are met.

Changes to the summary statement

Closed group courses should be added to the summary statement.

Summary statement

The British Council inspected and accredited Community Revival, Manchester in February 2018, October 2018 and November 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This small private language school offers courses in general English for adults (18+) and under 18s, vacation courses for adults (18+) and under 18s and closed group courses for adults (19+).

Strengths were noted in the area of teaching.

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

Organisation profile

Inspection history	Dates/details
First inspection	2010
Last full inspection	February 2018
Subsequent spot check(s) (if applicable)	October 2018
Subsequent supplementary check(s) (if applicable)	N/a
Subsequent interim visit(s) (if applicable)	N/a
Other related non-accredited activities (in brief) at this centre	Employability, and management courses at the Manchester centre
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Student and staff profile	At inspection in Sheffield	In peak week: November
Total ELT/ESOL student numbers (FT + PT)	14	14
Minimum age (including closed group or vacation)	19	19
Typical age range	22–35	22–35
Typical length of stay	12 weeks	12 weeks
Predominant nationalities	Saudi Arabian	Saudi Arabian
Total number of teachers on eligible ELT courses	2	2
Total number of managers including academic	3	3
Total number of administrative/ancillary staff	0	0

Premises profile	
Address of main site	2 Selbourne Road, Chorlton, Manchester M21 0BL
Additional sites in use	105 Arundel Street, Sheffield S1 2NT
Additional sites not in use	N/a
Sites inspected	105 Arundel Street, Sheffield S1 2NT

Introduction

Background

Community Revival, Manchester, which is a not-for-profit organisation, was first accredited in 2010. Following the last full inspection in February 2018 accreditation was put under review because the section standard for safeguarding under 18s was not met. A spot check was conducted in October 2018, following which it was recommended that the review period be ended. This spot check was conducted to assess the centre in Sheffield so that the provision could be included in the existing accreditation as a seasonal centre. There was a focus on Premises and resources and on Teaching and learning, although relevant aspects of Management, and Welfare and student services were also inspected.

Preparation

The inspector, who was also the reporting inspector for the October 2018 spot check inspection, contacted the school to arrange a time and date when classes were taking place in Sheffield, when meetings could be held with the managers responsible for the courses, and for relevant documentation to be made available.

Programme and persons present

The inspection was conducted by one inspector who arrived at 10.45 and left at 15.00. A class being taught by the two teachers was observed, meetings were held with the director of studies (DoS), the academic manager, the centre co-ordinator, all the students and the two teachers. The inspector also met the managing director of the language school which sub-lets the premises to Community Revival. Documentation was scrutinised including staff and student files, health and safety documents, academic administration and quality assurance documents.

Findings

In the Sheffield centre only one course is run; this is for a closed group of Saudi women aged 19+. The course is being run for the first time, over 12 weeks from October until December. The women are living in the local community while their husbands are studying at one of the two universities in Sheffield. A number of them have small children, who can be cared for in a crèche which is run in the centre by Community Revival.

The level in the class ranged from elementary to pre-intermediate. On two days a week the students are taught as one group with one teacher taking the lead and one assisting, with differentiated tasks for a sub-group of learners. On three days a week the group is split, with one teacher teaching the three higher-level students in a separate room.

The premises are in the centre of Sheffield, close to the railway station. The school leases rooms on the first floor of the building from another language school. It has the use of two classrooms, a common room and kitchen, a quiet/prayer room and a set of toilets. The crèche is on the second floor.

Management

The management of the provision is largely handled through the main school in Manchester, but appropriate quality assurance systems are in place at the Sheffield centre. The management of the seasonal centre operates to the benefit of students, and in accordance with the providers' stated goals and values. This closed group course is not included in the school's publicity.

Premises and resources

The premises at the Sheffield centre provide staff and students with a comfortable and professional environment for work and relaxation. A suitable range of learning resources is available. Adequate guidance on the use of these resources is provided for the teachers.

Teaching and learning

The profile of the academic staff team is just adequate overall, within the specific context. Teachers receive sufficient guidance to ensure they support students effectively in their learning, although they would benefit from more face-to-face support from a TEFLQ manager. Courses are structured and managed to the benefit of students. The teaching observed met the standards of the Scheme.

Welfare and student services

The students' needs for pastoral care and information are met. The students attend on a class-only basis; accommodation is not arranged by the school. There is no separate leisure programme. However, there are activities conducted outside the premises which are an integral part of the course: for example, visits to local museums, shopping centres, cafés etc. There are measures to ensure the safety and security of students while they are on the premises. However, details of the emergency plan are not shared with the teachers or students (W2) and, for the off-site activities, there are no detailed risk assessments or clear guidelines for staff on how to respond to situations where students are at risk (W26).

Safeguarding under 18s

All the students are aged 19+, so this section is not applicable.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met
Comments	
All criteria in this area are fully met.	

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
All applicable criteria in this area are fully met.	

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Not met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met

T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
Comments	
<p>T2 One of the teachers has an MA in English and a postgraduate diploma in the teaching of English (post-compulsory education and training) but no ESOL specialism. A rationale was provided and accepted within the context of this inspection. The other teacher has two certificates in EFL, one without external validation and the other obtained in China and ratified by the Chinese government for the teaching of EFL in that country. Both courses meet the requirements for ELT input and supervised teaching practice. The criterion is not met because the proportion of teachers without the required qualifications is unacceptably high.</p> <p>T3 This criterion is just met. As a result of their experience and the support and advice they receive, the two teachers are able to meet the needs of this particular group of students.</p> <p>T4 The academic management team is made up of three people, the DoS, the academic manager and the centre co-ordinator. All three are based in Manchester but they visit the Sheffield centre regularly and are in regular contact with the teachers by email and phone. The DoS has teaching qualifications and extensive educational management experience but is not ELT qualified. The academic manager who conducts the formal observations is TEFLQ. The centre co-ordinator does much of the academic administration, advises the teachers on the cultural implications of the provision and also has a welfare role. Overall, this criterion is met, in terms of this particular course.</p>	
Academic management	
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
Comments	
T9 The arrangements are just adequate. Teachers would benefit from more regular face-to-face contact with a TEFLQ manager.	
Course design and implementation	
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
Comments	
All criteria in this area are fully met.	
Learner management	
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met

T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments

All applicable criteria in this area are fully met.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

All criteria in this area are fully met.

Classroom observation summary

The teaching observed met the requirements of the Scheme; it was of a satisfactory standard overall. Teachers demonstrated satisfactory knowledge of linguistic systems. The content of the lessons reflected the need of the students to use English in everyday situations outside the classroom, and excellent attention was paid to differentiation of language and activities to meet individual needs. The coursebook was exploited well with good use of attractive and authentic supplementary resources. The two teachers monitored well and provided good support and encouragement.

Conclusions

Overall, the provision meets the required standards and the students reported that they were very happy with the teaching and support they were receiving. Regular feedback is gathered which also demonstrates a high degree of satisfaction. In particular, the personal and cultural needs and expectations of the students are being very well met. However, the teaching team does not have the ELT qualifications required by the Scheme and would benefit from more support from a TEFLQ academic manager. Two areas that relate to the safety and security of students also require immediate attention: guidance for teachers on the emergency plan, and risk assessments for off-site activities.