

Organisation name	Cotswold International Language School, Cirencester
Inspection date	14–15 March 2017

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. However, evidence must be submitted within three months to demonstrate that weaknesses in M1, M3 and C4 have been addressed.

### Summary statement

The British Council inspected and accredited Cotswold International Language School in March 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](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the areas of care of students, and accommodation.

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

## Organisation profile

Inspection history	Dates/details
First inspection	September 2009
Last full inspection	August 2013
Subsequent spot check (if applicable)	December 2014
Subsequent supplementary check (if applicable)	October 2015
Subsequent interim visit (if applicable)	N/a
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	2002
Ownership	Sole proprietor
Other accreditation/inspection	N/a

## Premises profile

Address of main site	Ingleside House 5 Beeches Road Cirencester GL7 1BN
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 is located in leased rooms in a Grade Two listed building dating back to the 18 <sup>th</sup> century within walking distance of Cirencester town centre. Ingleside House is also used by other small businesses and is a venue for music and theatre groups as well as weddings and private functions. The school has permanent use of seven rooms (four classrooms, student lounge, school office and staff room) and has access to other rooms of varying size, including a kitchenette and a small cinema and a theatre, which was being refurbished at the time of the inspection but is normally used for inductions, lectures and social events. There is also a large back garden and patio area available for student use.

## Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	1	5
Full-time ELT (15+ hours per week) aged 16–17 years	36	70
Full-time ELT (15+ hours per week) aged under 16	0	40
Part-time ELT aged 18 years and over	9	5
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>46</b>	<b>120</b>
<b>Advertised</b> minimum age (junior programmes)	12	12
<b>Actual</b> minimum age (junior programmes)	16	12
<b>Advertised</b> maximum age (junior programmes)	17	17
<b>Actual</b> maximum age (junior programmes)	17	17

Typical age range	16–25	12–30
Typical length of stay	1 week to 6 months	2 weeks
Predominant nationalities	Italian	Italian, Chinese and Spanish
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	1	40

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	10
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT 10–19 hours a week	2	
Number teaching ELT under 10 hours a week	3	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	2	

### 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
<b>Total</b>	1
Comments	

The director is also the director of studies (DoS) and covers for teachers when absent.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	6
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
<b>Total</b>	6
Comments	

The TEFLQ director/DoS is not included in these figures.

## 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 checked="" 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 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 offers year-round courses in general English (16 or 21 hours per week) to adults. In the summer the school runs junior courses with an inclusive social programme and excursions. The school also provides courses for groups throughout the year. Some students take one-to-one lessons. At the time of inspection there was a junior closed group of 16–17 year olds from Italy. They were on a one-week mini-stay programme specifically designed as a preparation for work and business basics. There were also two adult classes studying general English. One class was pre-intermediate to intermediate level; the other was upper intermediate to advanced.

## Accommodation profile

### Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	1	36
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<b>Arranged by student/family/guardian</b>		
Staying with own family	1	0
Staying in privately rented rooms/flats	8	0
<b>Overall totals adults/under 18s</b>	10	36
<b>Overall total adults + under 18s</b>	46	

## Introduction

Cotswold International Language School (CILS) was founded in 2002 by its owner and director, and moved to its current premises in 2008. The school leases rooms in a converted school building, which is now used as a conference and events venue on the outskirts of Cirencester. The premises also provide offices for the directors of the building and other small businesses, mostly after school hours. In addition to her general management responsibilities, the school director acts as academic manager and cover teacher. She is assisted by an accommodation and welfare officer and at busy periods by a part-time administrator.

The school offers general English courses year round to a small number of adult students (maximum eight students per class). Some of the school's adult students are au pairs who study only on certain days of the week. In the

summer the school expands and runs open-enrolment junior courses for 12–17 year olds. The school also accepts closed groups throughout the year, many of whom are returners. Outside the summer, an increasing number of students come in mini-stay groups.

The inspection took place over one and a half days. The inspectors discussed with the director and the accommodation and welfare officer their various responsibilities, held group interviews with students and teachers, interviewed the two group leaders, the two activity leaders, checked documentation, had a tour of the premises and observed each of the six teachers. One of the inspectors visited three of the school's homestays. A round-up was held with the director at the end of the inspection.

## Management

### Legal and statutory regulations

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

#### Comments

M1 Sampling identified the following issue: there were no CLA guidelines at the photocopier. The school should seek further advice from the relevant statutory body.

### 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 type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 type="checkbox"/>	<input type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

M2 The management structure is clear. The director carries out most general and academic management responsibilities with the assistance of the accommodation and welfare officer (AWM), who covers the director in her absence. Activity staff are recruited when required for junior courses. Activity staff are often returners.

M3 The director, who is also the designated safeguarding lead (DSL), does not have a job description. Other job descriptions are undated and reviewed irregularly.

M4 Communication is largely informal with the director working in the same office as administrative staff. There are handbooks for staff and more formal meetings are minuted.

M7 Induction is good overall and supported by checklists. Safeguarding is covered at induction but is not included in the checklists.

M9 First aid and safeguarding training has been provided for administrative staff and appropriate support is offered as needed. However, there is no written policy in staff handbooks on continuing professional development (CPD).

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

**Comments**

M15 Students are made aware of their responsibilities at induction and there was evidence of appropriate action being taken in a case of persistent absence. Staff are given guidelines on dealing with inappropriate behaviour but there is nothing in the student handbook or the terms and conditions to indicate conditions and procedures which might lead to exclusion.

**Quality assurance**

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>

**Comments**

M18 Student and group leader feedback is gathered at the end of courses. An initial feedback form is provided in the welcome pack.

M19 Staff feedback is obtained informally on a continuing basis and formally through exit interviews and exit questionnaires.

M20 Students are informed at induction but not in writing about what they are to do if they are unhappy with their course and there is no indication of what students should do if they feel dissatisfied with school's response. Areas of discontent are dealt with personally by the director quickly and efficiently and complaints are recorded on incident reports and kept on student files.

**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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

**Comments**

The school's publicity includes a brochure, a website and a social media presence.

M21 The level and complexity of the English used in publicity is mainly appropriate to the target readership. However, the terms and conditions on the application form are hard to read.

M22 This criterion is met overall but the cover photograph of the brochure is not captioned and potentially misleading.

M24 Most of the information required by this criterion is provided but the description of periods when the school is closed is too vague.

M26 The information about accommodation is accurate but minimal.

**Management summary**

The provision meets the section standard. The school is well managed and communications are effective.

Appropriate student administration systems are in place and the school is responsive to feedback from students. In most respects, publicity reflects the provision accurately and clearly.

## 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

R1 The school can increase the number of rooms that it uses as classrooms when student numbers expand. Classrooms are large and there are spacious communal areas. There is plentiful space in the garden and patio area for students to gather in fine weather.

R2 The rooms and external areas, some of which are used as a conference and events venue, have been renovated and are in a very good state of repair, clean and well decorated.

R4 Junior students eat their packed lunch in the music room in cold/wet weather and adult students can relax in the student lounge. The patio in the attractive garden area has tables and chairs that students can use.

R5 Since the building is used for more than one purpose permanent signage and communal display areas are minimal but sufficient. Juniors are taken to their classes by teachers or activity leaders each day and the few adult students soon find their way around. Display space in classrooms is adequate.

### 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 type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

#### Comments

R9 There are CD players and televisions in each classroom, some of which can be linked to the school laptop. The equipment is well maintained.

R10 The school does not offer self-access resources.

### Resources and environment summary

The section standard is met. The learning resources support and enhance the studies of the students and offer an appropriate professional environment for staff. The rooms and external areas of the premises provide an attractive environment within which to study.

## 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 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

T1 One teacher did not have a Level 6 qualification. A rationale for employing this teacher was provided. The teacher had followed some courses at Level 6 and had shown over time a commitment to his own career development. The rationale was therefore accepted within the context of this inspection.

T4 The director and DoS is TEFLQ and has over twenty years' experience teaching adults and juniors. She has acted as academic manager in the school since it opened in 2002.

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

#### Comments

T6 Teachers are given a grammar test as part of their initial interview to show language awareness, which helps determine a teacher's capacity to work on different courses.

T8 The director/DoS acts as first-line cover for absent teachers. There is a list of teachers locally who can cover if required.

T9 Continuous enrolment happens rarely with junior classes because most are closed groups. Adult classes are small and taught by experienced teachers who provide good professional support for new students who enter an existing group; one-to-one classes are provided if necessary, at no extra cost.

T10 Individual support is provided on a continuing basis but there is no CPD policy in the teachers' handbook nor is there a regular CPD programme.

T11 Teachers are observed in their first week and then twice a year by the director/DoS. Teachers reported appreciation of the observation process and feedback provided.

#### 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines and outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T12 The course structure of closed-group junior courses is negotiated with the provider. Open-enrolment adult general English courses take into account the different attendance patterns of the students and coherence is provided by the use of a coursebook. There is no independent syllabus but different days have a different focus (e.g. pronunciation or fluency).

T14 In the general English classes there was no evidence that teachers provided weekly plans with intended learning outcomes.

T15 Courses do not systematically include guidance on study and learning strategies but all adult students receive a lesson on how to be a good learner.

T16 Friday fluency classes focus on cultural events and there was evidence of good links with the local community (for example, through town 'trails', which involve students following clues around the town, and community radio).



### Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input 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 Links to Common European Framework (CEFR) levels are provided on request.

T18 Long-stay students receive tutorials once a term.

T21 Reports for long-stay adult students are comprehensive and professionally presented. Short-stay junior students receive a report of an appropriate length or a longer report on request.

### Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	Two of the classes observed were adults and four were juniors.

#### Comments

The adult classes were well established. It was the second day of the course for the junior classes.

### Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T23 Teachers demonstrated a sound knowledge of linguistic systems and provided appropriate models of spoken English. Explanations of the meaning of new words were mainly accurate but there was too much focus on definition and insufficient attention paid to pronunciation, word class, collocation and providing examples of use in context.

T24 The junior lesson plans linked well to the negotiated course aims of the group but more could be done to anticipate the linguistic pitfalls of a single nationality group. Lesson plans for adults showed reasonable awareness of the needs and strengths and weaknesses of the students.

T25 Lesson segments observed showed that teachers had planned a coherent sequence of activities and that lesson aims were known to students. In the better segments observed intended learning outcomes were identified. T26 Techniques were used satisfactorily overall but were limited in range. In the better segments elicitation was appropriate but concept checking was weak in all classes observed.

T27 Reasonable use was made of coursebooks and handouts but use of the whiteboards was weak with words written up at random. Activities were set up well overall and instructions were clear. In the better segments there was good use of movement to promote interaction but most classes were static and interactions mediated by the teacher.

T28 Correction was a weakness and there were many missed opportunities to provide helpful correction. Little

feedback was given to students on their performance, with the exception of homework.

T29 Teachers showed little awareness of the need for providing activities to evaluate whether learning was taking place and understanding was insufficiently checked through questioning and freer practice.

T30 Students were engaged in learning in a positive atmosphere. In the better segments teachers personalised the exercises and there was a reasonable balance between student and teacher talking time.

### Classroom observation summary

The teaching ranged from unsatisfactory to good, with the majority satisfactory. Knowledge of the linguistic systems was sound, though there was insufficient focus on pronunciation and other aspects of vocabulary. Lessons were well planned and linked to the needs of the learners. Classroom techniques and ways of encouraging student interaction were limited. The use of resources was satisfactory overall. Correction and giving feedback on performance and activities to evaluate learning were weaknesses. Students were engaged in the lessons observed, which resulted in a positive learning atmosphere. The teaching observed met the requirements of the Scheme.

### Teaching and learning summary

The provision meets the section standard. Teachers have appropriate qualifications and the director of studies is well qualified and has considerable experience in giving to give effective support and guidance to the teachers, though there are no formalised arrangements to ensure their continuing development. 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" 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 The school provides a safe environment for its staff and students and appropriate measure are in place to take account of the fact that the premises are shared with other businesses. The front and back entrances of the building are protected by CCTV cameras, there is a keypad entry on the main door and visitors are escorted to the correct office. Adult students pass the school office to reach their classrooms, which are unlocked by their teachers. Students under 18 are collected from a central meeting point and taken to their classes. Appropriate risk assessments are in place and fire and electrical equipment is tested on a weekly basis by the property management company who also conduct frequent fire drills

W2 The level of pastoral care offered is very good. Information and advice about students' potential pastoral needs is contained in staff and host handbooks and the very regular communication between staff, hosts and group leaders ensures students are looked after well. Students with disabilities have been accommodated in the past and a quiet room can be made available for students.

W3 The accommodation and welfare manager (AWM) is responsible for dealing with personal problems and is identified in student handbooks, on arrival at the school, and in the student induction. There is space in the school for confidential discussions, and previous experience in the care sector has equipped the AWM with the skills needed for dealing with people sensitively and appropriately.

W4 Policies for dealing with abusive behaviour are contained in all the handbooks, appropriately differentiated for younger learners. However, students are not told who to talk to if they should need to.

W5 All students are issued with the emergency contact number.

W7 Students are given useful advice in their handbooks, covering all aspects of their stay in the UK. The language used is accessible and suitably simplified for younger learners.

## Accommodation profile

### Comments on the accommodation seen by the inspectors

There are 68 homestay providers registered; 19 were being used at the time of the inspection. A recruitment drive is underway ahead of the summer period. Many providers live in nearby villages, others are within walking distance. Generally those further away are used for the younger students, as hosts then drive their students to school, while those in the town centre are used for older students and adults, who are able to walk in.

The AWM was appointed in June 2016 and, although she has not personally inspected all the homestay accommodation, she has met all the hosts. There are twice-yearly meetings for hosts and the AWM also meets the hosts as they collect their students at the end of the school day.

Three homestay providers were visited, all within a ten-minute drive of the school.

### 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

W9 The homes visited had all the required facilities and were of a good standard. The rooms were spacious and bright, one had a television, another a bathroom specifically for students' use, the third a separate study room that students could use. In all three, the hosts showed a real interest in their students and appeared to enjoy the collaborative role expected of them by the school.

W10 All accommodation is inspected and relevant checks carried out before a student is placed, including references for new hosts. New hosts are allocated short-stay students for their first placement and feedback is monitored. The AWM is also a host, so is able to talk to providers with understanding.

W14 Feedback is taken on the first full day, and later in the week for longer stay students. Evidence from the feedback forms and in student focus groups showed a high level of student satisfaction.

W15 Students were positive about the meals provided. Hosts are keen to help students adjust to British cuisine and plan meals accordingly. The importance of meals as a time of social interaction is emphasised in host and student handbooks and guidance is available to hosts on special dietary requirements, for example catering for coeliacs.

### 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 checked="" type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

W20 The form for new hosts asks for the language of the provider. The handbook makes it clear that hosts are expected to talk to the students in English and involve them in everyday activities where English will be spoken.

W21 Hosts meet students on arrival at the central drop-off point in Cirencester and take them home.

**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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Comments					
W24 The majority of students stay in homestay accommodation. The few exceptions are those working locally as au pairs or in hotels, where their accommodation is provided.					
W25 Help and advice are available to the few students who might want self-catering or hotel accommodation.					

**Leisure opportunities**

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 The majority of students study on programmes with integrated social programmes. Others are offered a variety of social, cultural and sporting activities but take up is low as the students work and have limited time available.					
W27 A wide range of imaginative activities is included in the integrated programmes for both juniors and adults. These include social, cultural and sporting activities as well as quizzes and competitions, often designed with the particular student cohort in mind. On these integrated programmes the social programme is linked to lessons.					
W28 There are risk assessments for all activities, events and excursions. The director and AWM have received first-aid training but not the activity leaders.					

**Welfare and student services summary**

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are well met. The accommodation provided is of a good standard and the management of the accommodation systems works to the benefit of students.

*Care of students and Accommodation* 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 checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

scheduled lessons and activities					
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

During the time of the inspection 36 of the 46 students enrolled were under 18. This is typical of provision throughout the year. All students under 18 are referred to as juniors and are placed in junior classes. The majority come in closed groups.

C1 There is a thorough safeguarding policy in place, which is explained in staff, teacher, student and host handbooks in language appropriate to the different readers. The policy is supported by practical, relevant documents such as a code of conduct, which are outlined in both staff and student handbooks. A safer recruitment policy is in place and followed.

C2 All adults are made aware of safeguarding procedures through their handbooks, at induction and through informal meetings. All staff are qualified to basic level; the director and AWM have received advanced level training.

C3 Publicity gives a good general overview of the level of care offered to under 18s and a duty of care letter for parents offers realistic reassurance. Some of the very good procedures the school has in place are not documented clearly and consistently

C4 Recruitment procedures are generally good. The relevant checks are made for all staff and for the main homestay provider but not for all adults in homestay.

C5 Supervision of students is robust. Students are met by activity leaders at the start of each day and collected from a central meeting point before being taken to classes by their teachers. Breaks and lunchtimes, as well as scheduled activities, are supervised by activity leaders. Adult students use a separate area of the building, with their own lounge and toilet facilities.

C6 Students under 16 are delivered to and collected from school by their hosts, both for lessons and for any evening activities. Those aged 16–17 are not permitted out in the evening on their own, but are allowed to walk to and from school within daylight hours, and if they live within a 20-minute walk. All staff, students and hosts are aware of the rules, which are presented positively.

C7 All students under 18 stay with homestay providers. Younger students are placed with hosts who generally drive their charges to school, while older students are placed within walking distance. All meals are provided and an adult is always present when students are at home.

#### Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. There is very good provision for the safeguarding of under 18s within the school, on leisure activities and in the accommodation. Exceptionally good liaison between the school and homestay providers ensures co-ordinated care. However, additional checks must be made for all adults in homestay.