

Organisation name	Delfin English School, London
Inspection date	25–27 July 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> .	☒	☐
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.	☒	☐
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.	☒	☐
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.	☒	☐

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.	☐	☒	☐

Recommendation

We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that weaknesses in R2 have been addressed.

Summary statement

The British Council inspected and accredited Delfin English School in July 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+).

Strengths were noted in the areas of staff management, quality assurance, academic management, teaching, care of students and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	April 2013
Last full inspection	April 2013
Subsequent spot check (if applicable)	August 2014
Subsequent supplementary check (if applicable)	July 2015
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	None
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	Delfin English School Dublin

Private sector

Date of foundation	2012
Ownership	Name of company: Delfin English School London Ltd Company number: 7842550
Other accreditation/inspection	N/a

Premises profile

Address of main site	46–47 Bloomsbury Square, London WC1A 2RA
Details of any additional sites in use at the time of the inspection	Pushkin House, 5A Bloomsbury Square, London WC1A 2TA
Details of any additional sites not in use at the time of the inspection	Syracuse University, Faraday House, 48 Old Gloucester Street, London WC1N 3AE
Profile of sites visited	The school is located in a Georgian townhouse in central London. There are five floors with two staircases. The basement contains two staffrooms and an office; the reception area, one office and two classrooms occupy the ground floor; the student lounge and two classrooms are on the first floor; and the remaining nine classrooms can be found on the top three floors, along with a small computer room. Pushkin House, which is two minutes' walk from the main school, is a cultural centre with rooms that can be hired by other organisations. The school was using two spacious rooms as extra classrooms at the time of the inspection, one in the basement and one on the first floor.

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	214	214
Full-time ELT (15+ hours per week) aged 16–17 years	32	32
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	7	7
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	253	253
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: actual minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a

Junior programmes: actual maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	16	16
Adult programmes: typical age range	16–45	16–45
Adult programmes: typical length of stay	3 weeks	3 weeks
Adult programmes: predominant nationalities	Italian, Brazilian, Turkish, Spanish, Korean	Italian, Brazilian, Turkish, Spanish, Korean
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	110	110

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	16	16
Number teaching ELT 20 hours and over a week	14	
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	8	
Total number of support staff	9	

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	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	16
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	16
Comments	
None.	

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments

Students aged 16 and 17 are enrolled on adult courses. Students choose morning or afternoon classes, with 15-hour, 20-hour and 30-hour options. A small number of students take one-to-one lessons.

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	22	9
Private home	10	0
Home tuition	N/a	N/a
Residential	6	0
Hotel/guesthouse	N/a	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	73	23
Staying in privately rented rooms/flats	110	0
Overall totals adults/under 18s	221	32
Overall total adults + under 18s	253	

Introduction

The school is under the same ownership as the original Delfin English School which has been operating in Dublin since 2005. Two spot checks had taken place since the London school's first inspection in 2013: a routine spot check in 2014 that led to a further spot check in 2015.

A number of staff changes have taken place in the past year. The director, who has responsibility for HR, Operations and Academics in both London and Dublin, moved to his current position in March 2016, having joined the company in September 2013 as groups sales & marketing director. The general manager joined the company as operations manager in September 2015 and was promoted to general manager in March 2017. The director of studies (DoS) joined the company as a teacher in 2013. She was promoted to assistant director of studies in 2014 and became DoS in March 2016. There was previously a director of academics UK & Ireland who left Delfin in March 2017. Two other long-standing members of staff, the admissions officer and the accommodation officer, left in March and July 2017. A new student services manager, whose role will include that of accommodation officer and

social programme organiser, was appointed a week before the inspection and was in the middle of her two-week induction during the inspection.

The inspection lasted two and a half days. During this time, the inspectors interviewed the director, the DoS and the general manager (currently responsible for welfare, the leisure programme, accommodation and under 18s). Meetings were held with the teachers and with both morning and afternoon class students. All teachers timetabled during the inspection were observed. One inspector visited a student residence.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments

M1 Sampling identified the following issue: contrary to CLA guidelines, workbooks were being photocopied on a regular basis; the school should seek further advice from the relevant statutory/regulatory body.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☒	☐
M3 Duties specified	☐	☒	N/a	☐	
M4 Communication channels	☐	☒	☒	☒	☐
M5 Human resources policies	☐	☒	☒	☒	
M6 Qualifications verified	☐	☒	N/a	☒	☐
M7 Induction procedures	☐	☒	☒	☒	
M8 Monitoring staff performance	☐	☒	☐	☒	
M9 Professional development	☐	☒	☒	☒	

Comments

M2 The structure of management is clear. The current arrangement, with the general manager holding down so many roles, is provisional. Once the newly appointed student services manager has completed her probationary period, he will be responsible for fewer areas of the school's operation. Despite the major changes in personnel in the past few months, continuity has been maintained, partly because of the temporary administrative appointment of a member of staff from the Dublin school who is familiar with the London school.

M4 A range of regular, well-minuted meetings is held at all levels of the school. Teachers receive a weekly team email from the DoS. Well-written staff handbooks provide another means of communication. The easy informality of the school results in a well-informed staff.

M5 There is a clear, written recruitment policy with comprehensive procedures and checklists for each stage of the recruitment process. All prospective teachers have to teach a one-hour trial lesson prior to appointment.

M6 Staff files are well maintained, with at least two references and copies of certificates for all members of staff.

M7 Thorough induction procedures are accompanied by job-specific checklists. Teachers are inducted on the Friday before they begin work. Administrative staff have a two-week induction which includes class observation and joining a new students' walking tour, so that they are familiar with different aspects of the school's life.

M8 Procedures for monitoring and appraising staff are known to all staff. They make use of student feedback and regular teacher observation and tie in to opportunities for development, with targets followed up at the next appraisal. There was no written procedure for handling unsatisfactory performance but this absence had been remedied by the end of the inspection.

M9 The clearly-written continuous professional development (CPD) policy embraces all members of staff. It is closely linked to the appraisal system and, for teachers, involves early observation for new teachers, up to four formal observations a year and regular in-service development sessions, both in-house and external. Administrative staff also have opportunities for CPD. The DoS's further TEFL qualification was funded by the school.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☐	☐	
M12 Enrolment procedures	☐	☒	☐	☒	
M13 Contact details	☒	☐	☐	☒	
M14 Student attendance policy	☐	☒	☐	☒	
M15 Students asked to leave course	☐	☒	☐	☐	

Comments

M10 Student feedback provides evidence that staff are helpful and courteous. Summer staffing is boosted by the employment of interns and, when necessary, additional staff members from the Dublin school. Holidays are always staggered so that no two key members of staff are away at the same time. IT resources are both appropriate and sufficient in number.

M12 All enquiries are dealt with quickly and efficiently. Enrolment procedures are clear, with an emphasis on flexibility.

M13 The student database is accessible remotely. However, a random check of student contact details revealed one student's local address was missing and another did not include the name of a student's emergency contact. The paper versions of this information include all necessary details but these are not routinely transferred to the database.

M14 The clear student attendance policy is made known to all students through the student handbook and notices around the school. The policy is strictly adhered to, with systematic follow up of attendance and punctuality problems, although these are rare.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☐	☐
M17 Continuing improvement	☐	☒	☒	☒	
M18 Student feedback and action	☐	☒	☒	☒	☐
M19 Staff feedback and action	☐	☒	☒	☒	
M20 Complaints and action	☐	☒	☐	☒	☐

Comments

M17 The school's ethos of continuing improvement is seen both in the monthly, whole-school meetings' agenda, which always includes a process item, where aspects of the school's processes and practices are reviewed; and in the recent (and well-documented) improvements to the feedback and the student induction procedures. These improvements are informed by both staff and student feedback.

M18 First-week and final student feedback is carefully analysed and results, in the form of scores, are passed on to relevant members of staff and linked to their development action plans. Every three months, the DoS visits each class to elicit feedback on both the teaching and the course. Again, this feedback is linked to teachers' development plans.

M19 Departing staff complete exit questionnaires and have a one-to-one debriefing meeting with one of the senior management team. The recently-introduced learning and development plans give staff an opportunity to give feedback on any aspect of the school's operation.

M20 The complaints log shows that action is taken quickly and effectively in response to any problem.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☒	
M22 Realistic expectations	☐	☒	☐	☐	
M23 Course descriptions	☐	☒	☐	☐	

M24 Course information	☐	☒	N/a	☐	
M25 Costs	☐	☒	☐	☐	
M26 Accommodation	☒	☐	☐	☒	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☐	☒	N/a	☒	☐
M29 Accreditation	☐	☒	N/a	☐	☐

Comments

The website is the principal medium of publicity, supported by a brochure. The school also has a social media presence.

M21 Met but, on both the website and in the brochure, there are a number of small slips and examples of language that is not very accessible to non-native speakers.

M26 Although the school uses accommodation agencies, the description of accommodation talks of 'our house shares' and 'our residences'. The website – but not the brochure – states that 'Delfin uses trusted partners'.

M28 Met but the student handbook, which is accessible to prospective students, states that 'all our teachers have degrees', when this is not the case.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of its students and in accordance with its publicity. The school takes great care to ensure that its staff work in a supportive environment with good opportunities for development. Students' and staff views are listened to and acted on. Sampling of documentation revealed an issue in relation to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up. *Staff management* and *quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☐	☒	
R2 Condition of premises	☒	☐	☐	☒	
R3 Classrooms and learning areas	☒	☐	☐	☒	
R4 Student relaxation areas and food	☐	☒	☐	☒	☐
R5 Signage and display	☐	☒	☒	☒	☐
R6 Staffroom(s)	☐	☒	☐	☒	☐

Comments

R1 The school has managed to make the best of the building, creating a bright, spacious reception and an airy, comfortable student lounge and providing good space for staff in offices and the staffrooms. Some classrooms are quite small but most seat the maximum class number comfortably, including those in Pushkin House. The two staircases are narrow, but staggered breaks have reduced traffic on them at peak times.

R2 The classrooms, reception area and student lounge are in a good state of repair and decoration. One of the staffrooms has a very dirty carpet and the toilets are unclean and poorly decorated. Hand driers are out of order and the use of toilet paper for hand drying results in untidy floors.

R3 All classrooms provide good sightlines and the seminar chairs around the walls allow for some flexibility of layout. However, classrooms overlooking the street suffer from traffic noise when windows are open. Fans go some way towards helping to reduce the heat but classrooms remain uncomfortably warm on hot days.

R4 The student lounge, which seats around 40 students, is light and comfortable. On fine days, students congregate outside or even in the gardens over the road. There are a number of food outlets nearby.

R5 There is generous provision of noticeboards, both in classrooms and in corridors and reception. These are very well maintained, visually attractive and informative. A 'who's who' notice in reception displays photographs and roles. Signage is good, with the sign on each floor listing what is on all the other floors.

R6 Staff have two rooms for storage, relaxation and preparation. Administrative staff and academic staff can use one room for storing and heating food, and for making hot drinks.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☒	☒	
R8 Resources for teachers	☐	☒	☐	☒	
R9 Educational technology	☐	☒	☒	☒	
R10 Self-access facilities	☐	☒	☐	☒	☐
R11 Library/self-access guidance	☐	☒	☐	☐	☐
R12 Review and development	☐	☒	☐	☒	

Comments

R7 The wide range of coursebooks, supplementary materials, in-house materials, photocopiable materials and digital resources is very well organised.

R8 There is a good selection of reference materials, methodology books and teachers' books to accompany coursebooks. Again, these are well maintained, organised and easy to access thanks to the careful work done by the academic administrator. Occasional photocopies were smudged and the staffroom only had one dedicated computer for teachers to use.

R9 All classrooms have interactive whiteboards. A teacher provides technical support and training in their use.

R10 A small classroom with eight computers serves as a quiet study room. A list of language learning websites is available.

R12 The DoS is responsible for the review and development of teaching and learning materials. She responds to both staff and student feedback. A recent pilot book project involved teachers in trialling coursebooks prior to choosing which ones the school should use.

Resources and environment summary

The provision meets the section standard. The learning resources and most aspects of the environment support and enhance the studies of students enrolled with the provider, and offer an appropriate professional environment for staff. However, the toilets are of a poor standard and, in warm weather, some classrooms are either too hot or too noisy.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☒	
T2 ELT/TESOL teacher qualifications	☐	☒	☐	☐	
T3 Rationales for teachers	☐	☐	N/a	☐	☒
T4 Profile of academic manager(s)	☐	☒	☐	☐	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments

T1 The rationale for the one teacher who does not have a Level 6 qualification was accepted within the context of this inspection as he had partially completed a degree course.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☐	☐
T7 Timetabling	☐	☒	☐	☒	
T8 Cover for absent teachers	☐	☒	☐	☐	
T9 Continuous enrolment	☐	☒	☒	☒	☐

T10 Formalised support for teachers	☐	☒	☒	☒	☐
T11 Observation and monitoring	☐	☒	☒	☒	☐

Comments

T7 The smaller classrooms are reserved for smaller classes.

T9 Monday morning procedures include revision and learner training activities for the first part of the morning while new students are being tested and inducted. During the second part of the morning, with new students in class, teachers avoid any language or skills work that might feature in the Friday test. Instead, students take part in activities that help to integrate new students and give the teacher an opportunity to assess their strengths and weaknesses.

T10 The DoS's desk is in the teachers' room so that she is always available to offer support and advice. There is a wide range of CPD opportunities, with sessions often led by teachers. Teachers who have displayed a weakness when being observed may even be asked to research and run a CPD session on that area. CPD is linked to observation and appraisal and teachers keep CPD portfolios. Peer observation is encouraged. Teachers expressed appreciation of the support they receive from both their DoS and their colleagues.

T11 The school's excellent observation provision involves new teachers being observed in their second week, all teachers having up to four developmental observations a year, detailed and supportive verbal and written feedback and observation being linked to CPD and appraisal. Teachers appreciate the care that is taken and the fact that they are so closely involved in what is a reflective, developmental procedure.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☐	☒	
T13 Review of course design	☐	☒	☐	☒	
T14 Course outlines and outcomes	☐	☒	☐	☒	
T15 Study and learning strategies	☐	☒	☐	☒	
T16 Linguistic benefit from UK	☐	☒	☐	☒	

Comments

T12 There is a clear statement of principles underlying the course design. Very useful guides for teachers at each level and for the elective classes include suggestions for supplementary materials and activities.

T13 Ongoing review takes student and staff feedback into account. However, the absence of any real link between the morning and the afternoon three-hour classes – both of which all 30-hour students attend – has not been reviewed.

T14 Teachers post weekly objectives and learning outcomes in classrooms and draw students' attention to them. Lesson outcomes for each lesson are written on the whiteboard.

T15 Study and learning strategies are discussed at induction. Coursebooks contain guidance on these strategies but insufficient attention is paid to these in class.

T16 Social activities are linked to classroom work. Teachers take students out in class time to conduct surveys or to visit local places of interest.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☐	☐	☐
T18 Monitoring students' progress	☐	☒	☒	☒	
T19 Examination guidance	☐	☒	☐	☐	☐
T20 Assessment criteria	☐	☐	☐	☐	☒
T21 Academic reports	☐	☒	☐	☒	
T22 Information on UK education	☐	☒	☐	☐	☐

Comments

T18 Every Wednesday, level tests are held for students who may be ready to move class. Teachers hold progress meetings with students every four weeks. Students complete self-evaluation forms prior to these meetings and the teacher adds notes and advice to these forms after the meeting. The student keeps a copy of the form. Class tests

take place every Friday.
T21 The school provides academic reports on request.

Classroom observation record

Number of teachers seen	16
Number of observations	16
Parts of programme(s) observed	General English, a conversation class, a business communication class, examination practice classes.
Comments	None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☐	☒	
T24 Appropriate content	☐	☒	☒	☒	
T25 Learning outcomes	☐	☒	☒	☒	
T26 Teaching techniques	☐	☒	☒	☒	
T27 Classroom management	☐	☒	☐	☒	
T28 Feedback to students	☐	☒	☐	☒	
T29 Evaluating student learning	☐	☒	☐	☒	
T30 Student engagement	☐	☒	☒	☒	
Comments					

T23 Most teachers displayed a sound knowledge of the linguistic systems of English and provided appropriate spoken and written models. However, they showed limited knowledge of word stress.

T24 Choice of lesson content matched student learning needs and their cultural backgrounds well. Course objectives are taken into account through a wise selection of coursebook activities. Class profiles showed awareness of individual's needs. In the better lesson segments, stronger students were stretched while weaker students always had opportunities to practise language in activities that suited their ability.

T25 Teachers always posted learning outcomes on the whiteboard and weekly objectives were on display on classroom noticeboards. All lessons achieved coherence through adherence to the coursebook, with additional materials supplied by teachers, always related to the current coursebook unit. Anticipated problems and accompanying solutions were a feature of each lesson plan.

T26 Teaching techniques were nearly always appropriate to both the focus of the lesson and the needs of students. Concept questions, elicitation, time lines and mind maps were used effectively. A particular strength was the use of activities involving movement, especially in lower level classes. In the best segments, the students were involved in enjoyable activities whilst not being allowed to lose sight of the language or skill being practised.

T27 Most teachers used the interactive whiteboard very confidently and creatively. Most handouts were well produced and used imaginatively.

T28 Teachers monitored pair and group work and provided useful feedback, often encouraging students to correct the mistakes noted by the teacher. They displayed sensitivity in deciding who and when to correct.

T29 Most lessons began with a review of the previous day's lesson. Evaluation was effective but its aim was rarely made explicit.

T30 Students in the majority of classes were thoroughly engaged both because of the teacher's style of teaching and because of the relevance and enjoyment of the lesson content. Teachers adjusted their language well to suit student level and created a positive atmosphere through pace, humour and good management.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory with a large majority of the lesson segments observed being good or very good. Knowledge of the linguistic systems was sound and most teachers adapted their language well to the level of the class. Lessons were planned effectively, with both students' needs and course objectives taken into account. Classroom management was sound, particularly the use of the interactive whiteboard. Teachers used a range of appropriate techniques and provided effective feedback. There were opportunities to evaluate learning. Choice of materials and activities, alongside teachers' personal skills, ensured that students were learning in a very positive learning atmosphere.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given very good support to ensure that their teaching meets the needs of their students. Programmes of learning are well managed and the teaching observed met the requirements of the Scheme. *Academic management* and *Teaching* are areas 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	☐	☒	☐	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☒	☒	
W4 Dealing with abusive behaviour	☐	☒	☐	☐	
W5 Emergency contact number	☐	☒	N/a	☒	☐
W6 Transport and transfers	☐	☒	☐	☒	☐
W7 Advice	☐	☒	☒	☒	
W8 Medical and dental treatment	☐	☒	N/a	☒	

Comments

W1 The safety of students and staff is a high priority in the school. The entrance is monitored by the reception staff and all visitors sign in and out. Fire drills are carried out and logged. The general manager and the DoS are both trained fire marshalls. A building risk assessment has been carried out by an outside maintenance company. A major incident plan has been produced but is still a work in progress.

W2 Pastoral care is given to all students and is appropriate to the wide age span in the school. All staff work closely with the students. Staff subscribe to a messenger site where they can keep in touch with students and vice versa when there are concerns. Students are given information on the support networks available both inside and outside the school. A room in the school can be set aside as a prayer room should this be requested.

W3 The school manager and DoS are the named people for pastoral care and this is underlined at induction. Posters with their photos are posted throughout the premises to further highlight their welfare responsibilities in the school. In addition, all staff take a genuine interest in the students and accept as part of their duties that they should be available to help and advise as necessary.

W5 All students are provided with the school's emergency number. The emergency telephone is shared by staff members on a rota basis.

W6 Pre-arrival information includes a handout with information on transport between airports and train stations with costs. Additional information is available to students who have booked accommodation through the school. Transfers can be provided, and costs are indicated during the online application process. Transfers are passed on to the accommodation agency who provide a transfer service as part of their portfolio.

W7 The pre-arrival information and the clear and well-designed student handbook leave no gaps in the information students are provided with to ensure a safe stay in the school and in the UK. The advice given is practical and commendably comprehensive.

W8 Senior management staff are all first-aid trained. A walk-in surgery is nearby. Guidance on medical help and on when costs are involved are included in the student handbook.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers homestay accommodation, residential accommodation, house share, hotel and hostel accommodation. A British Council registered accommodation agency provides the homestay accommodation and house share. The school has recently made contact with another London-based British Council registered accommodation agency which is able to provide a range of accommodation options, but no accommodation was provided by them at the time of the inspection. The residential accommodation is provided by an agency, which is not registered with the British Council. Students book the hotel and hostel accommodation directly, without the help of agencies.

Three of the residential accommodation options had been visited by one of the inspectors very recently and found to be of a very good standard. A fourth residence was visited by the inspector in the company of the general manager.

The homestay accommodation was not sampled on this occasion. The accommodation agency was telephoned and procedures discussed. As the school has been working with the agency since the school's foundation the relationship is close and mutually respectful. The agency has built up a register of hosts that are particularly suited to the school's students and these are used in the main.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☒	☒	☐
W10 Accommodation inspected first	☐	☒	☐	☒	☐
W11 Accommodation re-inspected	☐	☒	☐	☐	☐
W12 Accommodation registers	☐	☒	☐	☐	☐
W13 Information in advance	☐	☒	☒	☒	☐
W14 Student feedback	☐	☒	☐	☐	☐
W15 Meals in homestay/residences	☐	☒	☐	☐	☐

Comments

W9 The residence visited was a modern building, maintained to a high standard and within easy reach of the school using public transport. The rooms are provided with all the equipment needed for students to have a self-catering option. Students have access to a large, comfortably furnished lounge. Rooms are cleaned daily and the reception is staffed throughout the day and night.

W10 The application process for homestay providers is very thorough. The prospective host is expected to fill in a detailed questionnaire which gives a clear idea of the household and the type of home offered. All prospective homes are visited by agency staff. Proof of fire risk assessments, Gas Safe certificates and DBS checks are required prior to the host being placed on the agency's register.

W13 The agency provides students with a very good profile of the hosts with maps and photographs of the home and travel options with costs.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☐	☒	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☐	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐

Comments

W17 Hosts are given contracts which include guidelines that state clearly the expected level of care and services to be provided. The contract includes information on safeguarding.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☒	☐	☐	☐
W23 Health	☐	☒	☐	☐	☐

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☒	☒	☐
W25 Other accommodation	☐	☒	N/a	☐	☐

Comments

W24 Very good information and advice is provided about the practicalities of finding and living in rented accommodation, and the implications of these choices are well explored in the student handbook.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☒	☒	
W27 Leisure programmes	☐	☒	☒	☒	☐
W28 Health and safety	☐	☒	☐	☒	☐
W29 Responsible person	☐	☒	☐	☐	☐

Comments

W26 A large noticeboard in the reception area informs students of what is on both locally and further afield that they might like to explore. Social media are also used to provide students with information, and staff help students on an individual basis if they have specific interests they wish to pursue.

W27 The general manager is currently responsible for providing a programme of leisure activities. The programme is innovative and gives students a chance to explore parts of London and experiences which they might not otherwise have thought of trying. The programme is well-designed to help students integrate. Activities are available at different parts of the day taking into account the different study times. Both teachers and administrative staff are expected to accompany students on the various activities and their participation is of great benefit to the students. Trips and excursions at the weekends are outsourced. There is a good uptake on the activities offered and students were very appreciative of the programme.

W28 Risk assessments for all offered activities are in place and kept updated.

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 met. The accommodation options are suitable and managed effectively and efficiently to the benefit of students. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☐	☒	☐
C2 Guidance and training	☐	☒	☐	☒	☐
C3 Publicity	☐	☒	☐	☒	☐
C4 Recruitment procedures	☐	☒	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☐	☐	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☐	☒	☐
C7 Accommodation	☐	☒	☐	☒	☐
C8 Contact arrangements	☐	☒	N/a	☒	☐

Comments

The school accepts 16 and 17 year-olds on adult courses. There were 32 students aged 16 or 17 attending the school at the time of inspection. This figure was the same during the peak week.

C1 The school has a clear and comprehensive safeguarding policy. The documentation explaining the policy and

the needs for implementation is clear and accessible to all. There are no gaps in the information and advice given.
C2 All staff have to agree to undergo Prevent and safeguarding training appropriate to their work in the school. All staff undergo refresher training in safeguarding on an annual basis.

C3 Parents and guardians receive detailed assurances of the level of care offered to under 18s in pre-arrival information after enrolment. However, there is not a great deal of information on the level of care and safety information in publicity.

C4 Applicants are informed well in advance of the range of personal information the school will require before an interview is arranged. Suitability checks are carried out on all staff and all hosts accommodating under 18s.

C6 The general manager has meetings with the younger students weekly to check on how they are. Many of the staff in the school have substantial experience of working with younger students and also see it as part of their responsibilities to ensure that they are settling in well both inside and outside the school.

C7 Students aged under 18 cannot stay in residential accommodation. Most of the younger students were staying with family members.

C8 The school holds emergency contact details for all students. Parents, guardians and agents are issued with an emergency contact number for use outside office hours if required.

Care of under 18s summary

The provision meets the section standard. There is appropriate safeguarding of students under 18 within the organisation and in the accommodation and leisure activities provided. The school has a well-established safeguarding policy and procedures are in place to support the school's commitment to the care of under 18s.
