

Organisation name	EC Manchester
Inspection date	14–15 September 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.

### Summary statement

The British Council inspected and accredited EC Manchester in September 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 English for adults (16+).

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, learning resources, academic management, course design, learner 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	July 2015
Last full inspection	July 2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	EC English schools in Brighton, Bristol, Cambridge, London and Oxford; EC Young Learners.
Other related non-accredited schools/centres/affiliates	Schools in the US, Canada, Malta, Ireland and South Africa; a blended learning online course.

## Private sector

Date of foundation	2014
Ownership	Name of company: EC English Holdings Ltd Company number: 8310754
Other accreditation/inspection	ISI

## Premises profile

Address of main site	EC Manchester, 17–21 Boulton House, Chorlton Street, Manchester M1 3HY
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 the centre of Manchester and occupies the ground floor of a modern building. There is a large reception and relaxing area for students, along with a library, a staffroom, offices for the management team and nine classrooms, one of which doubles as a computer room.

## Student profile

	At inspection	In peak week: August (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	88	128
Full-time ELT (15+ hours per week) aged 16–17 years	8	16
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>96</b>	<b>144</b>
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	22–26	18–25

Adult programmes: typical length of stay	8–10 weeks	6 weeks
Adult programmes: predominant nationalities	Saudi, Kuwaiti, Brazilian, Spanish, Italian	Saudi, Italian, Turkish, Brazilian
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	83	115

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	9
Number teaching ELT 20 hours and over a week	5	
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	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	0	

### Academic manager qualifications profile

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

The DoS was away on maternity leave and the ADoS was covering for her as acting DoS. He was not teaching.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	5
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>	7
Comments	
None.	

## Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input 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

Students aged 16 and 17 are enrolled on adult courses. The majority of courses run are general English courses, with occasional one-to-one courses. A significant number of general English students stay for an academic semester or an academic year. All students attend a minimum 15 hours of lessons a week, with either three mornings or three afternoons of core lessons, and either two mornings or two afternoons of skills lessons. Intensive students attend an extra seven and a half hours of special focus classes, held in the middle of the day, where they can choose from a range of topics – for example, English in the city or English for work.

## 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	20	8
Private home	0	0
Home tuition	0	0
Residential	20	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<b>Arranged by student/family/guardian</b>		
Staying with own family	0	0
Staying in privately rented rooms/flats	48	0
<b>Overall totals adults/under 18s</b>	88	8
<b>Overall total adults + under 18s</b>	96	

## Introduction

EC Manchester is part of an international chain which has 20 language schools in six countries. Its first school opened in Malta in 1991, where it has its operational headquarters. EC Manchester opened in May 2014, initially as an extension of the existing accreditation of EC London. It obtained full accreditation in July 2015. This inspection, only two years after the school's last full inspection, is part of an inspection of all the UK EC schools and of the UK head office in London.

The school is managed by a centre director (CD) who has several years of relevant experience with EC in Malta and Oxford. The director of studies (DoS) was on maternity leave at the time of this inspection so the academic direction of the school was in the hands of the assistant director of studies (ADoS), with the provisional role of acting DoS.

The inspection lasted two days. The inspectors talked to the CD, the acting DoS, the student services co-ordinator (SSC) and the part-time SSC. All teachers timetabled during the inspection were observed. Focus groups were held with teachers, with adult students and with a small group of under 18s. One inspector visited one homestay and two residences.

## Management

### Legal and statutory regulations

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

#### Comments

M1 The items sampled were satisfactory.

### Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

M2 The management structure is very clear, both at the UK level, with an organogram showing how the school operations personnel relate to the overall structure of the company, and within the school, with an organogram and a board in reception displaying photographs and job titles of all staff. Evidence of continuity planning was seen in the way in which the acting DoS was prepared to take on his role before the DoS went on leave.

M3 Job descriptions provide reporting lines, roles and responsibilities clearly.

M4 Communications both within the school and within the EC organisation as a whole, particularly within the UK, are very good indeed. Regular scheduled meetings take place with the central management team (the EC heads of departments and centre directors) every month. Every quarter these meetings are also attended by DoSs. There are meetings of the director of operations for Europe and Africa and centre directors every two weeks. The group academic director (GAD) meets the school DoSs individually once a month and, as a group, every two weeks. The DoSs meet as a group without the GAD every two weeks. All these meetings take place online. Twice a year the CDs and DoSs from all the UK schools meet face-to-face. Most of these meetings are minuted; the minutes are made available to any who cannot attend and some of the meetings are recorded. In addition, weekly newsletters are sent from the EC's office to CDs and DoSs. Within the school, the excellent communication resulting from the open-door policy and the approachability of senior staff is aided by weekly teachers' meetings, biannual whole staff meetings and regular meetings between senior managers. Underlying all of this is the constant communication enabled by the organisation's online platforms, including EC Online (see T8, T14 and T18), the student management system, and the commercial online document storage database which EC uses.

M5 There are comprehensive procedures, checklists and templates for each stage of the recruitment process. This omission was made good during the inspection. There is a raft of HR policies for all staff which are appropriate and accessible. Staff feel well valued and well supported by the welfare provision and the family-friendly policies.

M7 There is a very thorough induction policy with detailed checklists and programmes for administrative and teaching staff; information is included in the *Staff Handbook* and is available online. Wherever possible, new staff are buddied up with another member of staff. School managers and co-ordinators are sometimes mentored by a person doing the same role in another school. Promoted staff are given a thorough grounding in their new role and continued support.

M8 There is a probationary period, linked to the induction or handover programme, and new teachers are observed in the first two weeks. Appraisals are annual for all permanent administrative and management staff, with reviews at six months to check on the achievement of objectives and to review general performance. Teachers' appraisals are linked to observations (see T11). Appraisals inform suggestions for continuous professional development (CPD) for

individual members of staff and for more general CPD programmes in the organisation and in each school. There are policies and procedures for handling unsatisfactory performance and a performance improvement plan is drawn up for those not performing satisfactorily.

M9 Detailed CPD policies are available for all staff. CPD includes induction, appraisal and opportunities to attend external workshops and conferences, with payment of course fees for further qualifications. Two teachers and the SSC have received funding for courses in recent years. There are individual training and development plans for each member of staff and for teachers these are linked to, stem from and feed into observation, feedback and appraisals. Training opportunities for administrative staff include Prevent and safeguarding training, first aid and fire marshal training and a full day crisis management workshop was held for CDs.

### Student administration

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

### Comments

M10 The SSC works at reception and is assisted by either one or two interns, depending on the season. The team is welcoming and helpful and cover arrangements are good. The in-house data management systems ensure that staff can retrieve information about students very easily.

M11 Information about course choice is chiefly provided by agents before students arrive. However, there are also some direct enquiries which are handled well by staff. Long-stay students are advised through tutorials.

M12 Enrolment, cancellation and refunding is carried out by the EC sales department, which is based in Malta

M13 Student records are kept on a company-wide database, which is accessible remotely. These records are transferred from the sales office to the school automatically. Student records sampled contained all the required information, including emergency contact details with information on whether the emergency contact speaks English or not. On arrival, students complete paper versions of their details which the school uses as backup when information is missing.

M14 The student code of conduct, explained during the first day welcome and displayed on each classroom's noticeboard, requires all students to attend a minimum of 80 per cent of their course. The student code on punctuality is that students who are more than 15 minutes late are not allowed into class. Under 18s on adult courses have to sign in daily at the school reception on arrival. They are highlighted on registers and reception staff have access to their photographs. Teachers advise reception staff immediately if an under 18 is absent. An efficient system of warning letters to students whose attendance falls below 80 per cent usually results in students improving their attendance.

### 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

M17 The school undergoes an internal audit each year, carried out by the Director of Operations for Europe and South Africa and GAD. These audits make use of accrediting bodies' criteria and are updated each year. As a result of the latest audit, the tutorial system is in the process of review and improvement. The underlying ethos of the organisation is one of review and improvement and this was evident at this school, where managers and staff turn their attention to different areas of the school's operation at different stages of the year.

M18 Students are invited to complete online feedback in their first week, every four weeks thereafter and in their final week. Students are invited to talk about any score below a certain level and follow-up notes are kept. All survey scores are collated, summarised and fed into school plans and individual staff plans. Regular student focus groups

on specific areas of the school's operation are held with student ambassadors (who must be staying at the school for at least six months) playing an important role as bridges between the student body and management.

M19 Staff complete an annual staff engagement survey, which is analysed and summarised. The results are then passed on to the CD and to relevant members of staff. A monthly staff survey, with a different focus each month – for example, well-being or work/life balance – is completed by all staff. Leaving staff complete exit questionnaires. Teachers stated that their views were listened to and taken into account – that surveys were not just lip-service exercises.

M20 The complaints policy is on the website and, in the form of a flowchart, on the reception noticeboard. Complaints are rare but action taken is always carefully logged.

## 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 checked="" 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 checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

The school's publicity materials comprise a company website with dedicated EC Manchester pages, a printed brochure and fees booklet, and social media platforms.

M21 The information presented on the website and in the brochures is clear and generally accurate, although there are some typos and grammatical errors. The English is accessible to non-native speakers and generally easy to find on the website (although see M24, below). The website is available in English plus seven other languages; a sample of two languages revealed text very close to the English version. The brochure is available in English plus nine languages.

M22 The publicity gives rise to realistic expectations, with accurate descriptions of premises, facilities, courses, accommodation, social programme and staff. Photographs are always captioned.

M24 All the necessary information is available, though it is not always easy to find. There is a sample timetable but the labelling of specific, targeted skills in relation to the integrated skills in the course description is not clear. The zig-zag system is clearly described in the brochure but the information is not easy to find on the website; a pdf has to be opened. In the brochure, the non-teaching days are on the individual school price lists. On the website, when an enquiry for a course at particular dates is entered, it flags up when the school is closed.

M26 There are clear descriptions of all accommodation types. Icons are used to indicate facilities and services. Towels are not provided in some of the residences; this is indicated by not including them in the icons rather than pointing this out explicitly. The school uses a registered accommodation agency. It mentions in the brochure and on the website that 'EC may use carefully selected partners to house students with suitable homestay providers'.

## 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, with very efficient and caring systems of administration, and in accordance with its publicity. Quality assurance is carried out thoroughly. Students and staff views are listened to and influence school developments. *Staff management, Student administration 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	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

R1 Classrooms, offices and the reception area are spacious and provide a very comfortable environment for students and staff. Two of the classrooms can be combined, by opening up a dividing wall, to provide a larger space for testing and lectures.

R2 The premises are fitted out to a very high standard. They are in an excellent state of repair and are kept spotlessly clean.

R3 Classrooms are spacious, airy and bright. They are adequate in number and can all seat the school's maximum class size of 15. All have natural light and glass walls on the corridor sides. There is air conditioning throughout the building, and all classrooms are free from extraneous noise.

R4 There is a smart and spacious reception area with comfortable seating, a large screen television, a drinks vending machine and seating for around 30. There is a good variety of food outlets in the neighbourhood.

R5 Signage in the school is good with very well-maintained noticeboards in corridors and classrooms.

R6 The staffroom is a good size for the number of teachers and is secure, with access by keypad code. There are sufficient workplaces, access to computers and photocopying facilities, individual storage lockers for each teacher and a kitchen area.

#### Learning resources

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

#### Comments

R7 Both print and online materials are appropriate for the course types taught and sufficient in number for the students enrolled in the school. Print materials are up to date and well organised. The online materials available on the in-house student learning platform (EC Online) are exceptional both in their variety and in the way that they can be tailored to individual students' learning needs and styles.

R8 There is a good range of print materials for teachers, which are regularly updated. The online materials for teachers are extensive and up-to-date. Teachers also create their own materials which are either kept in a central file in the teachers' room or can be downloaded onto EC Online. Digital coursebook materials are available for interactive whiteboard (IWB) use. Facilities for the production and reproduction of materials are good.

R9 All classrooms are equipped with IWBs, and teachers have regular training in their use. There is a good range of computers both for student and teacher use. Wi-Fi is available throughout the school. Technical support is provided by EC's IT teams in London or Malta. The teachers' room photocopier produces coloured photocopies.

R10 There is a library, with a range of graded readers, DVDs, grammar and reference books, some of which can be borrowed. EC Online provides an excellent self-access facility which students can access from the time of enrolment until three months after the end of their course.

R12 The DoS consults teachers about classroom and online resources every quarter and both teachers and students about library resources every six months. EC Online resources are regularly reviewed, supplemented and improved.

#### Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources support and enhance students' studies, with the online student learning platform providing a particularly useful resource for students and teachers. The school environment provides a highly professional environment for staff and a comfortable learning environment for students. *Premises and facilities* and *Learning resources* are areas of strength.



## Teaching and learning

### Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

T4 Both the DoS, who was on maternity leave, and the acting DoS are TEFLQ and have several years of relevant experience between them.

### 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 checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T6 Teachers are allocated to courses and levels on the basis of their experience and preferences but it is seen very much as part of teachers' CPD that they try new levels and types of course.

T7 The double banking of classes, where classes either have three morning and two afternoon classes a week or two morning and three afternoon classes a week, ensures that students get a balanced programme with all students benefiting from a longer weekend.

T8 The double banking system means that teachers are not teaching at all times of day and can be called on to provide cover. EC Online enables cover teachers to access the absent teacher's programme for the week very easily and, equally, absent teachers can quickly convey notes on their classes to the cover teacher through EC Online.

T9 Coursebooks are followed on a non-linear basis, with a particular week's unit sometimes preceding the previous week's unit. As the emphasis is on covering course descriptors, rather than coursebook units, students do not feel they are progressing through the coursebook unit by unit and new students do not feel they have to catch up.

Course maps ensure regular recycling of language points.

T10 Formal guidance and support is provided by a programme of monthly, in-house CPD sessions, led either by academic managers or by teachers, with topics related to observations, teachers' interests or the school or company objectives; by regular observations and appraisals that are an integral part of a teacher's individual CPD pathway; and by individual CPD portfolios. Training and support from the central team includes workshops created by the central academic team, webinars and suggested articles and videos. The objectives that emerge from each teacher's regular development meetings with the DoS are on public display in the teachers' room and each teacher is the go-to teacher for a professional area which he or she has chosen. Teachers may (and do) attend EC's annual CPD day.

T11 The five types of observation – initial, formal, drop-in, reactive and peer – practised in the school are all developmental and are linked to student feedback, appraisals, CPD and teacher objectives. Teachers stated how much they valued the observation, feedback and reflection they experienced. The DoS discusses any negative student feedback with the student concerned and then with the teacher. This may lead to further observation or new objectives, all within a developmental context.

### Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

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

#### Comments

T12 The stated principle behind course design is that of the communicative approach based around skills, as described in the academic curriculum statement. The core of the EC curriculum, which is based on the Common European Framework (CEFR) performance indicators, is its level descriptors, which list the skills and language students must master in order to pass to the next level. These descriptors are mapped onto the coursebooks used at the different levels. The course structure is described in writing on EC Online and is accompanied by very practical lesson notes for teachers to follow if they wish to. Teachers are given guidance about how to integrate the CEFR skills, with suggestions for how to use the coursebook for each unit. To ensure all level descriptors are covered in class, the course map highlights which skills should be covered in class each week, so that all students cover all the descriptors for the level over any 12-week period. Teachers have some flexibility in terms of how the syllabus is achieved. For the skills lessons, teachers are given guidance about how to approach the CEFR skills with suggestions for materials. The special focus classes have a separate syllabus and set of materials.

T13 A recent company-wide review of skills days and of special focus classes has led to improved online teacher support. Last year, all schools were involved in a project to identify and then pilot a new coursebook. All schools are involved in an annual curriculum review.

T14 Student-friendly level descriptors are available on EC Online and in the shape of a printed sheet to go with each coursebook. These have been re-written recently to make them more accessible to lower level students. Teacher-written course plans – both for the coming week and the coming 12-week course – are posted online. These then become records of work so course descriptions can be viewed by students both prospectively and retrospectively.

T15 The introductory talk for new students – ‘What is an EC lesson?’ – introduces the topic of study and learning strategies and students then complete a questionnaire about how they learn English. Classes often include examination training and advice on developing skills. Tutorials include guidance on study skills and students are recommended strategies and materials that will allow them to continue learning after their course. Students can continue to use EC Online for three months after they leave the school.

#### 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T17 Approximately 50 per cent of students complete the placement test before arrival. The rest do it on arrival and all students have a speaking and writing assessment their first morning. The starting level is linked to the CEFR and students who fall behind are given good support.

T18 The system of tests and tutorials is thorough and is of value to both students and teachers. There are weekly assessments of students' speaking skills, motivation, participation and homework. Student progress is assessed every six weeks – but the school views these tests as tests of proficiency, rather than of progress. Tests are taken and marked online with detailed feedback on strengths and weaknesses provided for teachers and students. EC Online automatically sets tasks and activities in relation to weaknesses and teachers can add extra exercises in agreement with the student. This decision is taken at the tutorial that always follows progress tests when objectives are set. All students have a first week tutorial and are invited to attend an exit tutorial in their final week. Their exit test involves taking the same test as the placement test and scores are compared. Test scores and tutorial notes are available on EC Online. Any student not making progress after 12 weeks is given a learning plan.

T19 Information on examinations is given at induction, and is available in the student handbook and on the website. The school provides a student handbook for each public examination. Barrier tests are used.

T20 To be eligible to move up to the next level, there are requirements in terms of level and attainment, and in terms of attendance and motivation. The pass mark is 80 per cent but if a student has between 70 and 79 per cent

they can be moved to the next level based on the teacher's recommendation and the students' marks for participation, motivation and homework. The criteria are easily accessible to staff and students.  
T22 An external provider visits the school on a regular basis – or by appointment – to give information and advice on entering mainstream UK education.

### Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	All
Comments	
None.	

### Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

T23 Teachers displayed a sound knowledge of the linguistic systems of English and provided clear models of both spoken and written English. However, there was limited evidence of knowledge of the phonological systems.  
T24 Excellent lesson plans, with detailed class profiles, showed that both the learning needs and cultural backgrounds of students had been taken into account, as well as the course objectives. In some cases, lessons had been planned in direct response to student comments on the previous lesson.  
T25 In nearly every case, lesson aims were expressed in terms of learner outcomes, and these outcomes were invariably made known to students at the start of lessons, then checked at the end of lessons. Outcomes were always relevant and lessons were well staged with coherent sequences of activities.  
T26 Teachers made confident use of a range of appropriate techniques, including elicitation, concept checking, pair and group work, discussions and role plays. Occasionally, teachers did not provide sufficient preparation for activities so that students were unsure what to do.  
T27 Resources were very well managed, particularly the IWB. Handouts were well presented and thoughtfully exploited. In some cases, wall space was well used and the classrooms were always arranged to suit the activity.  
T28 Feedback was provided in a variety of ways, often unobtrusively, but also with the teacher writing errors on the board or inviting students to self-correct or to correct another student. In one case, an activity was based on peer and self-correction of written work.  
T30 Teachers engaged students by effective use of instructions, pace and humour, by sensitive pairing and grouping and by pitching the language to suit the students' level. In nearly all cases, students were fully involved in classes that were purposeful and enjoyable.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory with the majority of lesson segments being good or better. Knowledge of the linguistic systems of English was sound and all teachers effectively adapted their language to their students' level. Lesson content was invariably relevant to the needs and cultural backgrounds of the students, and led to relevant outcomes. Techniques were varied and appropriate and students were fully engaged. Students received appropriate feedback. Teachers' sensitivity to students' needs resulted in a 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 their teaching meets the needs of their students.

Programmes of learning are very well managed. The in-house learning platform ensures that the systems of testing and of monitoring progress really benefit both students and teachers. The teaching observed met the requirements of the Scheme. *Academic management, Course design, Learner management and Teaching* are areas of strength.

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 checked="" type="checkbox"/>	

### Comments

W1 There are very good systems to ensure the safety and security of students on the premises; these include a keypad entry front door and clearly identified fire exits. Staff wear photo identity lanyards; visitors are required to sign in and to wear an identifying lanyard. A detailed premises risk assessment has been conducted for the use of the premises by EC; there are regular fire alarm checks and annual fire drills are conducted by the landlords of the building.

W2 All members of staff take responsibility for the students' well-being. Students' welfare is discussed at the weekly staff meetings and there is special provision for the care of students aged under 18. A room is made available for prayer as needed and the timetable can be adjusted to allow Muslim students to attend Friday prayers.

W3 The CD (male) and the full-time SSC (female) are identified as those with special responsibility for pastoral care; this information is given during the welcome talk and by means of posters. The SSC is the named person for the students aged under 18. In practice, students reported that they can approach any member of staff. It is sometimes helpful to be able to talk in their first language; for example, Arabic-speaking students are able to talk to the part-time SSC in their first language. The school also has student ambassadors who can give advice and support to new students.

W4 The school ethos puts emphasis on mutual respect for all in the school. There are sound policies relating to harassment and bullying and the school has an appropriate Prevent policy. These policies are made available to students in a very accessible manner, in the student handbook and via well-worded posters.

W7 Information about the advice available is given at the welcome meeting, on the website and in handbooks. In addition to the student handbook there is a student guide to Manchester which is particularly useful to long-stay students and those in the UK with families. There is also a guide for young adults for the students aged 16 and 17. Much of the information is available via EC Online and can be accessed before arrival. However, the language of some information is not very accessible to students with a low level of English (and their parents).

W8 Very detailed information is given about the students' rights regarding medical and dental treatment through the NHS, and the availability of local services. Students are also encouraged to seek help from EC staff if they wish to consult a medical or dental practitioner.

## Accommodation profile

### Comments on the accommodation seen by the inspectors

The school uses an agency registered with the British Council for much of its homestay provision, including homestays for all students aged under 18. It has a few homestays which it manages directly. A total of five students were staying in three of these homestays at the time of the inspection. The school also arranges accommodation in two commercially-run student residences, both of which are within walking distance of the school.

One inspector visited one of the school's homestay providers (hosting two adult students) and the two residences. The inspector also spoke by telephone with the person at the agency responsible for liaising with the school. The communication systems were demonstrated by the SSC.

All the accommodation visited was of a very high standard. At the homestay, there are three rooms made available to students, each with an ensuite bathroom. In the first residence, students are accommodated in flats of six ensuite rooms with a shared kitchen/common room and internet connection. There is also a large common room and laundrette available to all students living in the complex. In the second residence, students have individual studios

which include a bathroom, a small kitchen and dining/study area, television and internet connection. The complex has excellent communal rooms and facilities, including a gym, a cinema room, a study room, and a restaurant where students can have a complimentary continental breakfast. The managers of the residence organise events and outings and encourage the students to socialise together.

#### Accommodation: all types

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

#### Comments

W9 In the residences, towels are not supplied, but this information is made clear before arrival. Students are responsible for laundering their own bedclothes.

W13 The accommodation agency gives the SSC information about the homestays. This information is entered onto the shared EC database and can be passed on to the agents/students (and their parents) by the EC sales staff. Confirmation of the booking for homestays (for those arranged by the agency and by EC) includes information about the type of accommodation, location, and details about the means of transport and approximate time of the journey. However, it does not include an indication of the cost of travel. Most homestays are some distance from the school, requiring a bus or train ride.

W14 Students are introduced to the SSC at their welcome meeting. They are invited to complete an initial online questionnaire which includes questions about accommodation. They are encouraged to talk to the SSC about any difficulties; there is ample evidence that problems are addressed promptly and action recorded.

#### Accommodation: homestay

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

#### Comments

None.

#### Accommodation: residential

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

#### Comments

W23 Both residences have staff trained in first aid and there is 24-hour security on-site.

**Accommodation: other**

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

**Comments**

W24 There is a useful leaflet on the students' noticeboard and available at reception for students considering renting private accommodation; it is clear and in accessible language. The SSC provides substantial advice and support in case of difficulties. Students reported that she is very helpful.

**Leisure opportunities**

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>

**Comments**

W26 Students are informed about social events and helped to participate in events not directly organised by the school. The part-time SSC goes round the classes every Monday telling students about what is available in the coming week and encouraging participation. Students can sign up at reception for trips to places of particular interest to overseas students which are run by a small specialist company.

W27 The school offers an excellent range of extra-curricular leisure opportunities. These include additional, free English practice sessions, social events, activities and visits. Of note is the first Sunday activity for new students who arrive on the Saturday: students meet the part-time SSC for lunch and an introduction to the city.

W28 There are detailed risk assessments for all activities. However, these have not been used to inform guidelines about what to do if something goes wrong. Simple guidelines would be useful to give to leaders of closed groups and to any member of staff running or accompanying an activity for the first time.

**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 very well met. The accommodation arranged directly by the school is of a very high standard; the management of the accommodation systems works 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Comments**

The school enrolls students aged 16 and 17 on its adult courses. Students aged under 18 typically make up a small percentage of the student body; at the time of the inspection there were eight students in this age group.

C1 There is a set of safeguarding policies for the organisation. They include sections and documents on: the need for named staff in each centre; the roles and responsibilities and training of staff; safer recruitment procedures;

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policies on bullying and harassment; the organisation's Prevent strategy; its e-safety policy; accommodation arrangements; reporting of absence; the need for rules and curfew times for students under 18. The only relevant policy not included in writing in the safeguarding policy at the start of the inspection was that relating to any staff (teachers) awaiting a security check. It was reported that, in the unlikely event of a delay, the policy is to place such teachers only in classes in which there are no students aged under 18. The policy document was amended during the inspection period to include this information and so it is no longer a point to be addressed. The CD is the designated safeguarding lead responsible for implementing the safeguarding policy and for responding to any child protection allegations. The SSC is a designated safeguarding officer.

C2 The CD and the SSC are trained to specialist level. All staff take an online course in safeguarding to advanced level and one in Prevent; both are run by a specialist training company.

C3 This criterion is just met. Publicity does not give a description of the level of care and support given to students under 18. However, there is a 'parental authorisation form' for students aged 16 to 17 attending an adult programme which parents sign as a condition of enrolment. This gives relevant information about the level of supervision and care given to students under 18. However, some information is not included: for example, that students are responsible for buying their own lunches.

C4 Advertisements, invitation to interview and offer letters note the requirement of an enhanced DBS check, and referees are asked about the suitability of applicants. There is evidence that this policy has been fully implemented.

C6 Parents are required to sign the parental authorisation form to confirm that they 'understand that EC does not provide 24-hour supervision and that the programme allows students to make their own arrangements during free slots on their timetable'. Little detail is given on the form about what students may do outside scheduled lessons or activity times. Some of the information, relating to residential accommodation, is not applicable to students at the Manchester school. On their first day students are given further information in a leaflet: *Information for Young Adults*. This provides some details about rules and curfew times, and students are asked to sign to say that they understand and agree to these rules. Weekly meetings are scheduled with the SSC to check on the students' welfare and to offer them the chance to disclose any concerns.

C7 Students aged under 18 are required to live in a homestay, which is arranged through the registered agency.

C8 Most bookings are made through agents but the school receives details of parents' telephone numbers before arrival via the parental authorisation form.

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### **Care of under 18s summary**

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The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the school, during out-of-class activities and in their accommodation. However, there is a lack of detail on the parental authorisation form about what students may and may not do outside scheduled lesson or activity times.

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