

Organisation name	ECS Scotland, Edinburgh
Inspection date	5–6 September 2017

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

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

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited ECS Scotland 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 for details).

This private language school offers courses in general, academic and professional English for adults.

Strengths were noted in the areas of staff management, quality assurance, publicity, premises and facilities, learning resources, teaching, care of students, accommodation, and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	1998
Last full inspection	August 2013
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	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	June 1995
Ownership	Name of company: EC Scotland t/a ECS Scotland Company number: SC426926
Other accreditation/inspection	N/a

Premises profile

Address of main site	17 Young Street, Edinburgh EH2 4HU
Details of any additional sites in use at the time of the inspection	35 Young Street Lane North, Edinburgh EH2 4JD (2 classrooms)
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school occupies a three-storey, Georgian house in a quiet street, ten minutes' walk from the centre of the city. There are five classrooms, an office and a self-study centre, which can also be used as a teaching room. On the ground floor, leading off the entrance hall, there is a coffee/relaxation area for all students and staff, and a resources and preparation room and kitchen for teachers. At times of high enrolment and especially in the summer, the school also uses two classrooms in a building three minutes' walk away.

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	19	35
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	19	35
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	18+	18+

Adult programmes: actual minimum age	18+	18+
Adult programmes: typical age range	27–55	20–60
Adult programmes: typical length of stay	2–4 weeks	2 weeks
Adult programmes: predominant nationalities	German, Swiss, Italian, Czech, French, Japanese	German, Italian, Czech, French, Japanese
Number on PBS Tier 4 General student visas	2 (sponsored by Edinburgh College of Art & University of Edinburgh, not by ECS)	N/a
Number on PBS Tier 4 child visas	N/a	N/a
Number on short-term study visas	0	2

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	11
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT 10–19 hours a week	1	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	3	
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff (e.g. catering, maintenance, drivers directly supporting the ELT operation.)	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or 3 years relevant experience	0
Total	3
Comments	
One academic manager was teaching 20 hours and the other 15 hours. The principal was not teaching during the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	5
Holding specialist qualifications only (specify)	0
YL initiated	N/a
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	5
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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

Most students follow a group-based general English programme of 15 or 20 hours per week (GE). The explicit focus of the GE programme is the development of speaking and listening skills. Combination Courses are also available, with students studying general English in a group in the mornings and working on English for special purposes (ESP) areas on a one-to-one basis in the afternoons. Some students choose a programme of entirely one-to-one tuition. ESP areas offered include business, academic, medical, legal, aviation, and environmental English, and English for travel and tourism. External examination preparation courses, including IELTS preparation are also offered. The school is a centre for external examinations in legal English.

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	11	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
Arranged by student/family/guardian		
Staying with own family	0	N/a
Staying in privately rented rooms/flats	8	N/a
Overall totals adults/under 18s	19	N/a
Overall total adults + under 18s	19	

Introduction

ECS is a family-owned school, specialising in small group (maximum five) and individual tuition for adult professionals. The family atmosphere, which pervades the whole school, does not detract from but enhances the professional ethos, which is also evident in the school. Staff and students in focus group meetings commented very positively on both aspects of their experience.

In the general English lessons, there is a clear emphasis on the development of speaking and listening skills within

the context of a designated topic area at a level that fits the needs and objectives of the group. The content and delivery of the one-to-one sessions is based on an individual needs analysis and can cover specialist subject-based tasks or the development of specific language skills. No coursebooks are used; all the teaching and learning materials are available from the extensive bank of materials that has been built up over time or are authentic topical materials relevant to the students' needs.

In addition to the team of teachers present during the inspection, the school draws from a well-established pool of specialist teachers of English for specific purposes. It is a centre for external examinations in legal English skills.

Two inspectors carried out the inspection. It took place over one and a half days and included meetings with the principal, who is also one of the academic managers, both the senior teachers and the office manager, who is also the welfare officer. Focus group meetings were held with students and staff. All seven teachers timetabled during the inspection were observed teaching either groups or one-to-one. One inspector, accompanied by the office manager, visited two homestay providers.

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 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 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 simple and clear. The two owners are director and director/principal. The director is now less involved in operational matters, but always accompanies students on the weekly excursion. The principal works with the office manager on administrative and welfare matters. The principal is also a member of the academic management team and works closely with the two senior teachers and the teaching team. All four members of the management team are aware of each other's areas of responsibility and are able to substitute for one another when necessary. Photographs of staff are displayed on noticeboards in the hall and self-access room.

M3 The duties of all staff are specified and where duties are shared this is made clear.

M4 Fluid and effective communication channels at all levels facilitate the smooth running of the school and contribute considerably to the positive ethos which pervades the school. Much of this communication is informal but there are also regular management and teachers' meetings.

M5 Overall, human resources policies and procedures are sound, but information with regard to exactly what is required of an applicant needs to be brought together in one document rather than being spread between the management handbook and the teachers' handbook.

M7 Induction is thorough with all areas covered on a checklist. It is underpinned by useful staff and teacher handbooks which staff sign to indicate that they have read and understood. The most recent recruit to the school confirmed that he felt comfortable starting work, had been made fully aware of what was expected of him and knew who to go to for further information and guidance.

M8 All staff, apart from the most recent recruit, have been appraised in the last year. The appraisal record form has been modified in the light of experience and now clearly covers and records all the relevant areas, including training needs.

M9 The school has a clear policy on continuing professional development (CPD) of all staff, which it sees as very important. Records showed staff attendance at external events for management, welfare and teacher training, as well as funding for up-grading of teacher qualifications. Internal workshops on various general ELT and welfare topics have been held.

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 type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M10 The office manager is responsible for all aspects of student administration but, when necessary, she is supported in this work by the principal. Both are familiar with administrative procedures and systems and can substitute for one another.

M11 Sampling of records showed an impressive level of care and attention to detail afforded to individual students from first enquiry to arrival and enrolment. Administrative staff are more than competent to give advice about which course or which combination of courses a student might consider before the application stage, as they are very familiar with what the school has to offer. Further help and advice is available on arrival. Students in the focus group meeting spoke about the helpfulness of staff at every stage and this was confirmed by positive comments on evaluation forms.

M13 Local address, email address, mobile phone number and emergency contact details are recorded on the 'Client Record'. At the moment this is paper-based, but it is in the process of being transferred to a database. In case of emergency, the paper records can be accessed by the principal, who lives very close to the school.

M14 Students are made aware of the 100 per cent attendance policy, and class registers show that student absence is not a problem. There is a three-stage procedure in place should it be needed.

M15 Students are made aware of conditions and procedures under which they may be asked to leave the college through pre-arrival information and the welcome pack.

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 is constantly reviewing systems, processes and practices with a view to continuous improvement. As suggested in the last report, changes have been made to the written feedback form for observation of teaching to include points for further development. The appraisal document has been improved and there is a clear move towards more electronic recording systems, especially for homestay details. Course design and teaching materials have all been reviewed and improved.

M18 First-week student feedback forms were seen with annotations to show that they had been seen and, where necessary, action had been taken by management staff. Students are encouraged to talk about their course with their teachers and time is devoted to course review every Friday morning. The end-of-course feedback questionnaire is detailed and useful. Students complete it on the penultimate day of their course so that any points of concern can be discussed with them before they leave. Records indicated a high level of student satisfaction with all aspects of their stay.

M19 Staff provide informal feedback to management through daily contact and more formally through meetings and appraisal. There is a written staff feedback form available but no member of staff has felt the need to use it. Teachers in the focus group meeting expressed a high level of satisfaction with all aspects of the school and especially the accessibility and approachability of management staff.

M20 The complaints policy is clearly stated in pre-arrival information, in the welcome pack and through notices around the school. The policy includes contact details of outside bodies to be used as an ultimate option. Records showed that any point of dissatisfaction is taken very seriously and dealt with promptly.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

Publicity consists of the website with professional translations into five European languages, social media, electronic PDFs for specific courses and an e-brochure. Printed brochures may be produced for trade events.

M21 The language is simple and direct, and the layout is clear with a helpful use of colour for highlighting important information. The website is easy to navigate.

M22 The information provided is accurate and gives rise to realistic expectations about courses, materials, premises, facilities, and location. Most of the students in the focus group meeting had learned about the school from the website and had found that the school exceeded their expectations.

M23 Course descriptions are detailed and clear. The PDFs for the separate courses are particularly useful. Levels are clearly stated with reference to Common European Framework of Reference (CEFR) levels.

M24 All relevant information is clearly presented.

M25 Costs, with a description of what is included, are clear. The fee for the externally validated legal English examination is included in the fee. The entry fees for other externally validated examinations, which are not included, are not listed.

Management summary

The provision meets the section standard and exceeds it in some respects. ECS is well managed and communication within the school is effective. Human resource policies are sound and induction, appraisal and CPD policies and procedures are supportive. Student administration is efficient, quality assurance procedures are thorough and publicity is accessible and accurate. *Staff management, Quality assurance and Publicity* 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises at No 17 Young Street are entirely appropriate for adult professional students. The house is light, spacious and interesting. All rooms are suitable in size, well furnished and fit for purpose. The office is a large room on the first floor. It is well furnished with desks, a boardroom table and comfortable chairs. It is suitable for meetings and at some times of the year it can also be used as an extra teaching space. The additional rented rooms used at times of high enrolment are equally pleasant and professional. Both sets of premises are in quiet streets, so relatively free from extraneous noise.

R2 The house is in excellent order, well decorated, and spotlessly clean. The additional rooms are in a building that has been refurbished to a very high standard and is equally well maintained.

R3 Although there is some variation in the size of the teaching rooms, they can all accommodate the maximum group size of five. The smaller ones are ideal for one-to-one sessions. Good-sized tables and comfortable chairs are used throughout the school. The self-access centre on the top floor is a particularly useful room as it can also be used as a classroom. Students are allowed to use this room before and after lessons.

R4 A large, light, well-decorated room on the ground floor provides a pleasant coffee and relaxation place where students and staff take breaks together, with free coffee, tea and biscuits provided. A number of food outlets are in the area and students can eat their lunch in this lounge.

R5 Signage is clear and helpful. Noticeboards, where useful information is displayed, are well organised.

R6 Staff do not have a staffroom but they use a designated classroom for eating at lunchtime or preparing lessons. They have easy access to teaching materials in the resources room, where there is also a small kitchen. Personal property can be deposited safely in a filing cabinet in the office. Staff did not think lack of a staffroom was a problem.

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 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 checked="" 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 A wealth of materials is available for students, covering all aspects of general English and the full range of English for special purposes (ESP) courses. The emphasis on speaking and listening is evident from the stimulus material and the task outlines, which are clearly presented on laminated cards, thus avoiding the use of worksheets and the collection of sheaves of paper. Students are expected to record their own learning in their notebooks. Students in the focus group meeting said that they enjoyed using this material and did not feel the lack of a coursebook.

R8 A large, well-organised and accessible bank of materials is available for staff. General English materials are grouped around topics, which now form the basis of all general English provision, with separate materials for morning and afternoon general English classes. Skills materials and examination preparation materials are also available, as well as a wide selection of material for use in ESP sessions. Almost all this material has been produced in-house and most of it is laminated for classroom use and re-use. The school subscribes to a number of relevant journals and online resources and has a good collection of teaching methodology books.

R9 All teaching rooms have data projection facilities and both buildings are WiFi enabled. The school provides laptops and tablets for use in classrooms. Equipment is well maintained and teachers have been trained in its use.

R10 A large room on the top floor is the designated self-access room. It is well set up with a comfortable reading corner and a listening area, as well as spaces for quiet work at tables. There is a good selection of graded readers, some with CDs, novels, art and culture books and magazines, DVDs, and examination preparation practice material, which students can borrow on a trust basis. The listening area has a supply of material for use onsite.

R11 Students are encouraged to use the self-access centre and all students, but especially longer-term students, may be directed to the centre for specific needs. Guidance on the use of the centre is included in induction and tips for autonomous learning are outlined in the student handbook and are displayed on the noticeboards in the centre.

R12 Review and maintenance of materials is a task specified in the job descriptions of the senior teachers as this is an important aspect of the school's provision. Teachers are encouraged to comment on and recommend material.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The school and the additional rooms provide a pleasant and professional place for students to study and staff to work. Staff and students benefit from the availability of a wealth of interesting, relevant resources. *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 checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 A rationale was produced for one teacher who does not have a Level six qualification. It was accepted in the context of this inspection; the teacher has a National Diploma in Social Care, a certificate in professional development and is TEFLI.

T4 All three members of the academic management team are TEFLQ and have had a considerable amount of English language teaching and management experience.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Careful thought goes into matching teachers to courses, especially for the specialist one-to-one provision, when teachers with specialist knowledge and experience are recruited.

T9 As a result of constant checking of student needs, flexibility of course content and delivery, and weekly re-alignment of some groups, new students are easily absorbed into groups where their own needs will be taken into consideration. Special attention is paid to the needs of longer-term students.

T10 Records showed that, apart from June and July, when there is no organised CPD, there is at least one mandatory in-house CPD event every month. Some are led by senior teachers and others by members of the teaching team. Peer observation is encouraged and facilitated; observers are provided with a very useful guidance document which has been improved over the years and includes what to look for and how to learn from what is seen.

T11 The teacher observation policy states that all new teachers will be observed in the first four weeks and then annually, but this policy has not been put into operation for all teachers. One well-established teacher had not been observed since his initial observation and two others had not been observed in the last year.

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

Comments

T12 For general English it is clearly stated in the course description that the emphasis is on speaking and listening; this was seen to be the case in observed lessons. Students in the focus group meeting confirmed that this was what they wanted and were getting. Levels are based on CEFR descriptors, as are language forms and functions. The topic base for all general English courses is now well established with a three-monthly rotation of weekly topics, which avoids the possibility of repetition for long-term students. Grammar and structure are not overtly taught but are integrated into most lessons as necessary and in keeping with levels. Preparation for and feedback from Wednesday afternoon excursions is also an important part of all courses. ESP courses are based on a needs analysis carried out before the start of the course and checked and adjusted as the course progresses. The teachers' handbook provides outlines of what is to be covered at different levels of general English and teachers' weekly plans are checked by senior teachers and are displayed in the resources room.

T13 The type of student and the importance of being responsive to the needs of the group or individual students results in constant review of courses. Students do a review of their course every Friday and are able to suggest what might be covered the next week. There is a perceived need on the part of the school for an overall structure, however, and this is provided through the three-monthly rotation of weekly topics, which is a major result of review.

T14 Weekly course outlines are produced by the teachers but they are not provided for students. A template for a simplified version of the teacher's weekly plan was produced before the end of the inspection and its possible use will be discussed at the next teachers' meeting.

T15 Some courses, for example academic English and IELTS preparation, include learning and study techniques. Encouraging and helping students develop independent learning skills are seen as important aspects of the teachers' role, irrespective of course. Guidance is provided in classes, through suggestions in the student handbook, in tips on the noticeboards and through encouragement to use the self-access centre facilities and materials. The recently produced online magazine provides a selection of activities for students to do independently.

T16 Students are given guidance on how to use their language outside the classroom through teacher suggestions in class, notices throughout the school, encouragement to communicate with their homestay host, integration of the leisure programme excursions into the curriculum and the daily socialisation of students and staff in the coffee room.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T18 Teachers produce a weekly record of student progress. Long-term students (more than four weeks) have a monthly individual tutorial when progress is assessed and recorded and areas for special attention are noted.
T21 Information from the weekly record of progress is used to write very detailed reports for all students, even those who may be there for only one week.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	Four general English morning and afternoon, one academic English, two one-to-one business English sessions

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers demonstrated a sound knowledge of the use of English and the systems underlying it. Some teachers were able to use phonemic charts to good purpose and most routinely marked syllable stress and paid attention to intonation patterns and tone groups.

T24 The course objectives were clear and fitted well within weekly plans. The emphasis on speaking and listening was evident in all classes but there was also an awareness of and an appropriate response to student needs for grammar and structure.

T25 Lesson aims were shared with students although they were not always expressed as student learning outcomes. Sequencing of activities was clear and purposeful, with careful staging leading to successful achievement of tasks.

T26 A variety of teaching techniques was observed, all of which were entirely appropriate to the aims and objectives of the group or individual. Patient prompting, skilful eliciting of language, good concept checking, and effective vocabulary extension meant students were using much of their own knowledge and experience to consolidate previous learning and acquire new language.

T27 Teachers used a range of in-house materials to very good purpose. These included laminated stimulus material, photographs, cut-up cards and worksheets. Some commercial material and authentic material was used as well as video and audio clips, and use of online material on iPads. Whiteboard use was planned and colour was well used.

T28 Guided self and peer correction were in evidence in all classes. Delayed correction also worked well for the benefit of the whole group. Appropriate attention was paid to correction of pronunciation errors.

T29 Initial diagnostic activity in one-to-one sessions led to productive, useful tasks. Provision was made for self evaluation by students. It was not always clear, however, that the teacher had considered at the planning stage how to evaluate intended language outcomes.

T30 There was a positive learning atmosphere in every class, achieved through encouraging and valuing student contributions, careful listening, and the use of a measured level of praise and correction. The pace was appropriate to the task and timing was firmly adhered to. The level of language used by the teacher was appropriate and only occasionally was there too much teacher talk. Students in the focus group meeting commented on the high level of engagement shown by the teachers.

Classroom observation summary

The teaching observed met the requirements of the Scheme and all segments observed were either very good or good. Competent language teachers planned useful lessons and used a range of appropriate techniques and a selection of interesting and stimulating materials in order to help students achieve their stated learning goals. Students were clearly enjoying and gaining from their learning experience.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. A competent teaching team is guided and supported by experienced academic managers to provide courses that are designed to fit the needs of individuals or groups of students. The teaching observed met the requirements of the Scheme. *Teaching* is an area 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 type="checkbox"/>	<input type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 The school is located in a quiet street in central Edinburgh. The only access is through the front door, which is on a buzzer system. Fire alarms are tested monthly and whole-school evacuation drills take place every six months. Risk assessments were seen for buildings. Major incident planning is in progress.

W2 Responsibility for pastoral care is shared between the principal and the office manager, who is the named welfare officer. However, in practice all staff work together to ensure that the needs of students are met. The school offers a genuinely caring and supportive environment, and students in the focus group meeting commented that they felt well looked after and could ask any member of staff for help or advice. Students are told that they can use any room which is free for faith or meditation.

W4 The policy on abusive behaviour in the student handbook would not be easily accessible to students with limited proficiency. However, notices are displayed in which the same points are expressed more simply.

W6 Most students arrive at Edinburgh airport. Detailed onward travel instructions are provided in pre-arrival information for students, and transfers can be arranged. Links to rail and coach websites are also included in the pre-arrival information for students arriving at other points in the UK.

W7 Students receive clear and helpful pre-arrival advice on a range of appropriate topics, and links are provided to a number of relevant websites, including places of worship.

W8 Detailed information is provided on the availability of medical and dental services and on students' rights under the NHS.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers homestay accommodation, normally on a bed and breakfast or half-board basis, within 45 minutes of the school. Only eight homestays were in use at the time of the inspection and two of these were visited. One was classed as 'executive' accommodation and was within walking distance of the school; the other offered standard accommodation.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The executive homestay offered a large room with double bed and access to ensuite facilities. In the standard accommodation, the two students were in separate rooms but shared a bathroom. The only hanging space for clothes in one of the rooms consisted of coat hangers on the back of the bedroom door. The room did not have a table/desk for study, but the student concerned had been told that she could use the kitchen table for study purposes if she wished. The students in both homestays were very positive about all aspects of their accommodation.

W10 On a first visit, information is recorded on a checklist, and a risk assessment is completed for the home and the area. The host is also helped to complete a fire risk assessment.

W12 Accommodation registers contain up-to-date and comprehensive information on all relevant aspects, including Gas Safe checks, fire risk assessment, and the date when revisits are due.

W13 Confirmation letters include information on the hosts and the time and cost of travel between the home and the school. Links to maps showing the route from home to school and the location of the school are also provided.

W14 Students are told whom to contact if they have any problems with their accommodation. Feedback is sought informally in the course of daily interactions and collected formally at the end of the first week and shortly before the

end of a student's stay. Almost all the written feedback seen was very positive and evidence of follow-up was seen in the case of any dissatisfaction.

W15 The student in the executive homestay was on a bed and breakfast basis but had access to the kitchen to cook for himself at other times. The students in the other homestay were on half-board. Students in the focus group meeting were extremely content with the food in homestays, a sentiment echoed in written feedback from students.

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

W17 Information for homestay providers is comprehensive and very clear. Hosts sign a declaration acknowledging their understanding of the code of practice.

Accommodation: residential

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

Comments

None.

Accommodation: other

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

Comments

None.

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 type="checkbox"/>

Comments

W26 Information on events and activities in Edinburgh and Scotland is available on noticeboards in the lounge and in leaflets, and students are given links to relevant websites. Help and advice is available for those wishing to arrange leisure activities after class or at the week-end.

W27 A weekly afternoon excursion to a place of cultural or historic interest is included in the course fee. There is considerable variety in the range of visits and contingency plans are made in case of bad weather. Written student feedback and that from students in the focus group meeting was very positive.

W28 Excursions are always accompanied by at least two people, one of whom is a member of the management

team. Risk assessments were seen for each excursion and good systems are in place to ensure that these are read and understood by accompanying teachers and reviewed as necessary.

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 and information are very well met. Homestay provision is of a good standard and is efficiently managed. An appropriate leisure programme provides opportunities for students to make the most of their stay in Scotland, and help and information are available for students who wish to travel independently. *Care of students, Accommodation and Leisure opportunities* are areas of strength.
