

Organisation name	EF Manchester
Inspection date	20–23 August 2018

<b>Section standards</b>	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
<b>Premises and resources</b> The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

<b>Recommendation</b>
We recommend continued accreditation. However, evidence should be submitted within three months to demonstrate that weaknesses in S4 have been addressed.

<b>Summary statement</b>
<p>The British Council inspected and accredited EF Manchester in August 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This large private language school offers courses in general English for adults (16+).</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, premises and facilities, learning resources, academic management, course design, learner management, care of students and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

EF Manchester is part of the EF Education First group, established in 1965 with headquarters in Switzerland. In the UK, there are nine accredited EF adult schools, one of which is an executive centre. Junior courses are offered in four of these schools. A central management team monitors and supports the UK schools; centralised policies and systems are applied across the schools.

The average age of students at EF Manchester is significantly higher than at other EF adult schools. Approximately 70 per cent of students are aged 25 years and over. The large majority of students under 25 years are aged between 21 and 24 years. In 2015 the minimum age of students was lowered to 16 years. A spot check took place in the same year to check on procedures relating to the care of under 18s; these were found to be appropriate. The school has benefited in recent years from a stable management and administrative team.

The inspectors noted that four teachers, all TEFLI, had been transferred from other EF schools for either one or two weeks and were teaching during the inspection. Inspectors were informed that this was due to shortage of staff at the Manchester school.

The inspection took place over three and a half days. Meetings were held with the school director, the director of studies (DoS), the assistant director of studies (ADoS), the customer support manager, the accommodation manager, the IT and facilities manager, the activities manager and the UK director of academic management. Focus group meetings were held with teachers, over-25 students and under-25 students. All teachers were observed, apart from one teacher who was absent due to illness. One inspector visited three homestays and a residence.

## Address of main site/head office

26 Wilbraham Road, Manchester M14 6JX

## Description of sites visited

The school occupies a detached five-storey Victorian property set in its own grounds in the university district of south Manchester. On the ground floor there is a reception desk, a cafeteria, offices and three classrooms. On the first floor there are offices and three classrooms. On the second floor there are two classrooms, two computer rooms (iLabs), a lecture room and an office. On the third floor there are four classrooms, a study room and a quiet room. On the fourth floor there are four classrooms, a computer room and a lounge designated for over-25 students. The basement has two teacher preparation rooms, a teaching resources room, a staff kitchen and a large storage area. In the garden there are decked seating areas and a student lounge.

At busy times the school hires a lecture room in a nearby church hall at St Kentigern's Church, 36 Wilbraham Road, Manchester M14 7DW. At the time of the inspection the usual lecture room was not available and an alternative room in the same premises was being used.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" 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"/>
English for academic purposes (excludes IELTS preparation)	<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"/>
Teacher development (excludes award-bearing courses)	<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"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The school offers three general English courses for adults (16+). These are: the basic course of 13 hours and 20 minutes (20 lessons of 40 minutes) per week offered in summer only; the general course of 17 hours and 20 minutes (26 lessons of 40 minutes) per week; and the intensive course of 21 hours and 20 minutes (32 lessons of 40 minutes) per week. Long-stay students can enrol for six, nine or 11 months on general or intensive academic year abroad courses, which combine language learning with academic projects. Students aged under 25 and over 25 are taught in separate general English classes. All courses include general English lessons in the classroom, project sessions in the iLabs, and a weekly lecture. For all courses other than the basic course, a variable number

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of special interest lessons (SPINs) is included. The Career Plus course, exclusive to EF Manchester, includes career-related SPINs. Examination preparation courses include examination-related SPINs. Lessons are held Monday to Friday, with students alternating between morning and afternoon lessons according to the timetable. In the summer some lessons may also be held Tuesday to Saturday.

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### Accommodation profile

The school offers homestay accommodation in twin rooms, with single rooms available for a supplement. The school also offers a self-catering residence for adult students year round. Accommodation in the residence is arranged in apartments of four or five single rooms with ensuite bathrooms, and shared kitchen facilities. An additional residence was used for three weeks during the summer, but was not in use during the inspection.

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### Summary of inspection findings

#### Management

The provision meets the section standard and exceeds it in some respects. The management has clearly stated goals and values. Robust policies and procedures are in place for staff management and student administration. Communication and feedback procedures are effective. Induction is well managed and there is good provision for staff training and development. Some aspects of publicity are inaccurate, incomplete or confusingly presented. *Strategic and quality management, Staff management and Student administration* are areas of strength.

#### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are of a high standard and provide a very comfortable environment for both students and staff. Teaching and learning resources are carefully structured and effectively support both teachers and students. Staff benefit from an appropriate professional environment. *Premises and facilities and Learning resources* are areas of strength.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic management team is appropriately qualified and experienced. There are effective systems for timetabling, monitoring and recording student progress. Teachers are well supported. Courses and materials are carefully designed and learner management is efficiently handled. The teaching observed met the requirements of the Scheme. *Academic management, Course design and Learner management* are areas of strength.

#### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school offers a safe and secure environment for students and staff. Students' needs for pastoral care and information are well met. Accommodation systems are generally efficient. The year-round self-catering residence is of a high standard. Leisure opportunities are well managed. *Care of students and Leisure opportunities* are areas of strength.

#### Safeguarding under 18s

The provision meets the section standard. The safeguarding policy is clear. Procedures are in place to ensure the safety and security of students on school premises, on leisure activities and in unsupervised time. However, safer recruitment procedures with regard to homestays need addressing.

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### Evidence

#### Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength

M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

### Comments

M1 The organisation has clear goals and values, set out in a mission statement and communicated to staff through handbooks, at induction and at training events.

M2 A worldwide conference each year brings together managers from sales offices, the central operations team and school directors to set objectives for the following year and clear measures are in place to monitor progress on implementation. An annual 'roadmap' for the Manchester school sets specific achievable objectives.

M3 The management structure within the school and the wider organisation is clearly documented and well understood by staff. Staff photographs with an indication of their roles are provided in the student welcome pack.

M4 There is effective communication within the school and with the wider organisation. Regular meetings are held and are minuted. Staff also benefit from attending meetings with colleagues who work in a similar role at other EF schools. A student council meets outside the summer; students have access to a personalised page on the school's online platform (MyEF). Homestay hosts receive regular newsletters and there are dedicated host pages on MyEF. However, some instances of miscommunication between students and the sales offices were reported in the student focus groups.

M5 All students complete initial and end-of-course evaluations and long-stay students also complete a mid-course evaluation after five weeks. Optional mini-evaluations can also be completed online in MyEF at regular intervals. Students attend a first-week meeting to discuss any issues of concern. They also give feedback at student council meetings; longer-stay students meet with mentors. Data from evaluations is analysed and used by central management to compare performance across schools.

M6 Year-round staff provide feedback at staff meetings, at appraisals, through a suggestion box, and in the twice-yearly anonymous survey. Seasonal staff provide feedback at weekly meetings and all staff have a face-to-face exit interview. Comments and action taken are recorded and contribute to the internal review process.

M7 There is a comprehensive quality review cycle which includes internal audits, cross-company comparison, analysis and meetings at both organisation and school level.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

### Comments

M8 The staff handbook, which is produced centrally, describes employment rights in great detail. Staff in focus groups said they felt valued and well supported.

M11 All staff receive a comprehensive induction based on guidelines and checklists. Induction time is paid and opportunities for shadowing or observing colleagues are provided.

M12 The review process and procedures for handling unsatisfactory performance are clearly documented. The annual review recognises achievements and identifies areas for development for administrative and contracted academic staff. Appraisals take place towards the end of the year; temporary teachers employed at this time are appraised. Staff with potential are identified for possible promotion.

M13 There is an impressive range of training opportunities, both internal and external, for academic staff and administrators. Training for teachers is linked to observations and there are opportunities for peer observations. Financial support is available for teachers to enable them to upgrade their qualifications. There are also regular staff training sessions on safeguarding and customer service. Many staff have undertaken fire marshal and first aid training.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their	Met

course choices before arrival and during their stay.	
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

### Comments

M14 The helpful and approachable customer support staff at the reception desk provide students with the support and information they need. Regular customer service training is provided. Students were positive about the helpfulness of staff at the school.

M15 Almost all students enrol through EF sales offices in their own countries. In many cases this involves a face-to-face meeting in the student's first language where advice on both centre and course choice is provided. Further course information and advice is provided by the relevant staff in the school. However, students in the focus groups commented they had not received accurate information about course availability or the timetable.

M16 Enrolment, invoicing and fee collection are carried out in the overseas sales offices and, where necessary, support is provided in obtaining visas. Cancellation and refund terms are clearly stated. Information entered on the database used by the sales offices is then available to the school.

M19 The school's policies on attendance and punctuality are made clear in the student handbook and at induction. There are effective additional procedures in place for under 18s on adult courses. Evidence of systematic follow-up action was seen.

M21 The student handbooks describe the complaints procedure in clear and accessible English. The information is reiterated at inductions. Any complaints and the action taken are logged on the student page of the database. Evidence was seen of follow-up action.

<b>Publicity</b>	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

### Comments

The main medium of publicity is the brochure, which is produced centrally. This is used by overseas sales offices to advise and talk through bookings with customers, and is sent out in response to enquiries. The brochure contains information relevant to all EF schools in the UK; one page is devoted specifically to the Manchester school. More limited information is also available online through the EF UK website, which has a link to the web page for the Manchester school.

M23 The publicity provides a generally realistic impression of the school. However, occasional statements are misleading, for example the website states that all courses are full time, when this is not the case.

M24 Most of the information required is provided, but in some cases this is not easily accessible or is insufficiently visible because it is only given on the enrolment information page, which is in very small print. This includes, for example, the minimum age on adult courses. The number of taught hours for each course type is stated. However, project sessions are sometimes taught and sometimes supervised sessions in the iLabs and therefore effectively constitute guided self-study. The publicity does not make clear which SPIN classes are taught and which are available only online. Times of classes are indicated in very general terms. It is not clear that lessons take place on alternate mornings and afternoons, nor that lessons may take place on a Saturday when the triple-banking

timetable is in operation at busy periods.

M25 Most required information is stated in the publicity. However, costs of accommodation supplements are not sufficiently clearly set out. The cost of a one-week programme is not stated, despite the fact that enrolments for one-week courses are routinely accepted.

M27 The publicity includes full information on the range of accommodation offered. However, one residence not currently in use is listed and there is no information about a second residence used this summer

### Premises and resources

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

### Comments

P1 The buildings and outside areas provide a very comfortable, well-designed and spacious environment for students and staff. The premises are decorated and maintained to a high standard throughout. The reception area and cafeteria are stylish and welcoming.

P2 Some classrooms are uncomfortably hot in summer, despite the provision of fans. A few rooms have air-conditioning. The glass boards in some rooms are sometimes difficult to read. The substitute lecture room at the nearby church hall was of an adequate standard, although the video and whiteboard were difficult to see clearly.

P3 The large cafeteria, student lounges and external seating areas, some heated, provide excellent relaxation areas for the students.

P4 The cafeteria provides an excellent range of freshly prepared food throughout the day at reasonable prices. A limited range of food outlets is available near the school.

P5 Signage is clear and stylish. Noticeboards are informative and posters are designed to a high standard.

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

### Comments

P7 The company-produced EFEKTA materials are used on general English courses. These include printed coursebooks, supplementary materials and extensive online resources. Course-specific materials are produced for the language-based SPIN classes; commercially produced materials are available for all other SPINs and examination preparation courses.

P8 There is a wide range of resources available for teachers to supplement the core materials, including listening activities, presentations, workshop cards and videos. The school also subscribes to published online resources.

P10 All adult courses include supervised self-access study using the extensive iLab materials which form part of the core EF materials. The iLab facilities and materials are available for self-study outside timetabled hours. Further online resources are also available to students during the course and for either three or six months afterwards, according to their length of course.

P11 Adult students are introduced to the iLab facilities during their first class. Support on how best to use the facility

and the materials is available from the academic team and during supervised iLab sessions.

P12 The review and development of EF teaching and learning resources is primarily the responsibility of the central academic management team working with academic staff in the schools. Materials are revised regularly, following piloting in selected schools. Feedback is regularly sought from teachers and there is a resources budget for commercially produced materials.

## Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

### Comments

T1 Two teachers did not hold a Level 6 qualification. The rationales were accepted within the context of this inspection as the teachers had undertaken post-secondary school professional training and both were enrolled on courses leading to a TEFLQ qualification.

T2 Three teachers did not have an ELT qualification that meets Scheme requirements. The rationales were accepted within the context of this inspection. Teacher 1 had substantial overseas ELT experience and is enrolled on a course leading to a TEFLQ qualification. Teacher 2 had a qualification which did not meet Scheme requirements; he was being fully supported by the academic team and had been assigned to a part-time teaching timetable. Teacher 3 teaches SPIN classes part-time. She has been employed as she has professional qualifications relevant to the SPIN classes to which she is assigned.

<b>Academic management</b>	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Strength
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

### Comments

T6 The complex timetable involves a double-banking timetable year round and triple-banking in the summer, as well as a wide range of SPIN classes, some requiring specialist teachers. Timetabling is managed efficiently by the ADoS.

T8 The EF materials are designed to provide stand-alone lessons to facilitate integration. New students in need of support are guided to the online study materials. Tutorials are carried out every four weeks and provide a sense of progression to longer-stay students. A teachers' workshop on dealing with continuous enrolment was held earlier this year.

T9 Teachers receive support through weekly meetings, observations and peer observations. The two senior teachers provide guidance and support as required. Mentors are assigned to new teachers outside the summer. During the summer new teachers can approach any mentors for help. Contract teachers work in both teacher preparation rooms so that there is always an experienced teacher available. Teachers in the focus group stated they were very well supported.

T10 New teachers are observed within their first two weeks at the school, thereafter annually, although observations may be more frequent if necessary. The observation process includes teacher self-evaluation and written feedback with specific recommendations for development. Observation records were sampled. The written feedback was detailed and constructive and there was a clear focus on development. Action plans are put in place for teachers requiring additional support.

<b>Course design and implementation</b>	<b>Area of strength</b>
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

### **Comments**

T11 The EFEKTA system is based on current language learning theory and research. The principles and course structures are clearly described online and through induction and training. The materials are used by all EF schools.

T12 The head office academic research and development team analyses feedback on courses and materials from teachers and students. Teachers are actively encouraged to provide feedback. Core EFEKTA materials are reviewed centrally on a regular cycle, new materials are trialled in selected schools, and additional materials developed in response to needs. New tablet-based materials are currently being developed and trialled.

T15 Study and learning strategies to support independent learning are a core feature of the EFEKTA learning system. iLab sessions allow students to work at their own pace and on topics of relevance and interest to them, and they continue to have access to online learning resources after their departure

T16 Longer-stay students work on projects which require research outside the classroom. The school recently organised a poetry event and there are regular culture-based themed days in the school. The 'Culture' section of the guide books, which form part of the EFEKTA materials, contains activities to encourage interaction with the wider community outside the classroom. A number of extra-curricular clubs are run each week after school.

<b>Learner management</b>	<b>Area of strength</b>
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Strength
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

### **Comments**

T17 Over 25s and under 25s are normally taught in separate groups, although timetabling constraints or the needs of particular students sometimes mean that the age ranges are not strictly adhered to.

T18 Student progress is monitored through teacher assessment, informal weekly reviews and six-weekly progress tests. There are also monthly tutorials with action plans, recorded on MyEF for student reference.

T20 Academic year students are encouraged to take a public examination during their course. Barrier tests are used to check that the student's level is appropriate for their chosen examination. Results are discussed with students and they are advised accordingly.

T21 Reports are detailed and professionally presented. Academic year students and their sponsors can request interim reports during the course.

T22 The university pathways' office in the Cambridge school provides detailed information and good support to any student wishing to enter mainstream UK education.

### **Classroom observation record**

Number of teachers seen	25
Number of observations	25



Parts of programme(s) observed	General English (over 25s and under 25s), SPINs, project sessions and lecture
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### Comments

The two senior teachers were teaching during the inspection and were both observed. One teacher was ill during the latter part of the inspection and was not observed.

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

### Comments

T23 Linguistic systems were mostly modelled accurately and there was good attention to pronunciation and intonation in many classes, although not every teacher was easy to understand. There was some excellent presentation of complex grammar points, with students being encouraged to work out rules for themselves. Some grammar presentations were weak and some explanations of vocabulary were inadequate.

T24 There were detailed and perceptive class profiles in nearly all cases and a clear awareness of students' needs. Teachers were aware of the need to differentiate and incorporated relevant strategies into their lesson plans. Higher level students were challenged with authentic materials. The content of one SPIN lesson did not appear to be in line with the stated SPIN topic.

T25 Aims and learning objectives were made clear to students and lessons were carefully staged. The more successful lessons involved teachers personalising the materials, while teachers in weaker segments relied on exercises which did not always engage students.

T26 A good range of teaching techniques was noted including the use of timelines, pre-teaching of vocabulary, matching exercises, concept-checking questions to ensure students knew what was expected, and excellent elicitation techniques. In weaker segments time limits for exercises were overused and activities were not always well set up.

T27 Most boardwork was well organised. There was good use of video and audio clips. I-Lab sessions were well managed. However, classes tended to be rather static, particularly in rooms with large tables.

T28 Feedback was mostly of a good standard. Students were encouraged to correct themselves or each other and teachers often asked students to justify or elucidate their answers. In better segments teachers wrote useful student contributions on the board. There was, however, some under-correction, particularly following pair-work when feedback was minimal in some cases.

T29 Evaluation was mostly through exercises and free speaking activities. There was some good recycling of vocabulary from previous lessons. Students were sometimes asked at the end of a lesson to write a sentence to demonstrate they had understood the main learning point.

T30 There was mostly good rapport and a positive learning atmosphere in the classes observed, although engagement varied. In the best segments teachers were able to set up activities which involved and challenged students. Weaker segments were predictable and relied too heavily on book-based exercises; students lost motivation as a result. Less experienced teachers sometimes dominated classes and did not give students sufficient opportunities to contribute. There were occasional examples of teachers continually praising students for no good reason.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to unsatisfactory. Many lessons were either good or very good; the majority were satisfactory. Generally teachers demonstrated a sound knowledge of linguistic systems. Teachers were mostly able to identify the learning needs of their students; lesson plans were detailed and relevant in nearly all cases. A good range of effective techniques was noted, although

some lessons relied too heavily on exercises in the coursebook. Resources and the classroom environment were mostly well managed. Some very good feedback techniques were noted in the better segments. Evaluating learning was appropriately managed and students were challenged and engaged in most classes.

## Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met
Comments	
<p>W1 All significant risks are addressed in the buildings and fire risk assessments for the school and the residence. Although the school site is open, there are effective procedures to ensure the safety and security of staff and students onsite. There are comprehensive fire safety procedures in place.</p> <p>W2 There is a detailed emergency plan which proved effective when implemented. Emergency drills are carried out annually.</p> <p>W3 The school has a genuine commitment to pastoral care, which is clearly communicated to all staff and hosts. The named welfare officer is introduced to students at induction. Students are assigned before arrival to a mentor who provides information and support on request. Any welfare concerns students may have are discussed at a first-week meeting. The school identifies students with specific educational needs and disabilities and information is widely disseminated. However, one student with severe mobility issues had been placed in a classroom on the top floor. This was rectified during the inspection and is no longer a point to be addressed.</p> <p>W4 There are clear policies and procedures for dealing with abusive behaviour and for promoting tolerance and respect. These are made known to staff and students at induction, in handbooks and on suitably worded posters. All staff have basic training in the Prevent strategy.</p> <p>W7 Students receive all relevant information prior to departure, at induction and in written form. Additional handbooks about EF Manchester and the city are also provided. A quiz at the first-week meeting also reinforces important information.</p>	
Accommodation (W9–W22 as applicable)	Met
All accommodation	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	

W9 The hosts visited were all friendly and welcoming. The decoration and furnishings in two houses were appropriate, but in one house they were of a poor standard. The year-round self-catering residence has been refurbished to a high standard, with fully-equipped kitchens and modern bathrooms.

W11 All the required safety checks were in place in the records sampled. The accommodation manager visits homestays every year, which exceeds Scheme requirements. The residence is regularly inspected.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### **Comments**

All criteria in this area are fully met.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### **Comments**

All applicable criteria in this area are fully met.

<b>Leisure opportunities</b>	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### **Comments**

W24 There is a good range of activities organised, with the vast majority being suitable for 16 and 17 year-olds. Care is taken to ensure a good variety to meet the needs of longer-stay students.

W25 The programme is well organised. Information about activities is available from the activity desk, noticeboards and on the students' MyEF. Leaders receive detailed packs to ensure that activities and excursions are efficiently managed. Good background information is provided about excursion destinations.

W26 Risk assessments are carried out for all activities. These are signed by the leaders and updated as necessary. Guidelines on emergency procedures during excursions are clearly set out and included in the leaders' packs.

### **Safeguarding under 18s**

<b>Safeguarding under 18s</b>	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to	Not met

under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

#### Comments

There were 24 students under the age of 18 during the week of the inspection. On average 5.7 per cent of students on the adult courses year round are 16 and 17 year-olds.

S1 There is a clear and comprehensive safeguarding policy, which includes all the required information and is regularly reviewed. Named members of staff are identified as responsible for the implementation of the policy and for dealing with any allegations.

S3 An appropriate parental consent form, entitled the 'liability waiver form', is in place. However, this includes a final paragraph written in inaccessible legal language.

S4 The recruitment materials cover all aspects of safer recruitment best practice as laid out in the safeguarding policy. All staff are checked. However, homestay records indicate that three hosts hosting under 18s did not have appropriate checks in place. Two had hosted under 18s earlier in the summer and one was still hosting at the time of the inspection.

S7 Year-round 16 and 17 year-olds are accommodated in homestay on a half-board basis. For seven weeks in the summer students can choose the residence, where they are supervised by residence assistants in flats designated for under 18s. A meal plan is available.

#### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

#### Comments

D1 The items sampled were satisfactory.

#### Organisation profile

Inspection history	Dates/details
First inspection	2006
Last full inspection	June 2014
Subsequent spot check (if applicable)	June 2015
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	Other accredited schools in the UK: Bournemouth, Brighton, Bristol, Eastbourne, Cambridge, Cambridge Executive, London, Manchester and Oxford
Other related non-accredited schools/centres/affiliates	Global network of language centres, international boarding schools and international business schools

**Private sector**

Date of foundation	2005 (EF established 1965)
Ownership	Name of company: EF Language Schools Ltd. Company number: 1043158
Other accreditation/inspection	ISI

**Premises profile**

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	N/a

**Student profile**

	At inspection	In peak week: August (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	490	573
Full-time ELT (15+ hours per week) aged 16–17 years	24	40
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	8	6
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>522</b>	<b>619</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	24–29	24–29
Adult programmes: typical length of stay	6–12 weeks	6–12 weeks
Adult programmes: predominant nationalities	French, Chinese, Colombian, Spanish, Chilean	French, Chinese, Italian, Spanish, Colombian, Chilean

**Staff profile**

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	26	30
Number teaching ELT 20 hours and over a week	25	
Number teaching ELT under 19 hours a week	1	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	13	
Total number of support staff	8	

**Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
<b>Total</b>	<b>2</b>
Comments	

None.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	19
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	3
Total	26
Comments	

None.

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	218	17
Private home	124	0
Home tuition	0	0
Residential	127	6
Hotel/guesthouse	1	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	1
Staying in privately rented rooms/flats	28	0
Overall totals adults/under 18s	498	24
Overall total adults + under 18s	522	