

Organisation name	EJO, Head office Passfield, Hampshire
Inspection date	18–20 April 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

The period of review may now be ended and accreditation continued until the next full inspection, which falls due in 2019. However, evidence must be submitted within three months to demonstrate that weaknesses in C3 and C4 have been addressed.

Summary statement

The British Council inspected and accredited EJO in April 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 teaching organisation offers vacation courses in general English for under 18s, for closed groups of under 18s and for adults (18 and 19), residential courses for under 18s and courses for adults and for under 18s in teachers' homes.

The inspection report noted a need for improvement in the area of quality assurance.

Strengths were noted in the areas of course design, 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	1983
Last full inspection	July 2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accreditation under review
Other related non-accredited activities (in brief) at this centre	Online learning
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1962
Ownership	Name of company: Elizabeth Johnson Organisation LLP Company number: OC340824
Other accreditation/inspection	N/a

Premises profile

Address of main site	Eagle House, Lynchborough Road, Passfield, Hampshire GU30 7SB
Details of any additional sites in use at the time of the inspection	Bristol Grammar School, University Road, Bristol BS8 1SR
Details of any additional sites not in use at the time of the inspection	Amesbury School, Hazel Grove, Hindhead, Surrey GU26 6BL The Royal Masonic School, Rickmansworth Park, Rickmansworth Herts WD3 4HF Guildford Adult Learning Centre, Sydenham Road, Guildford, Surrey GU1 3RX The Guildford Institute, Ward Street, Guildford, Surrey GU1 4LH
Profile of sites visited	EJO rent teaching space in Bristol Grammar School's modern sixth form centre. The school is situated in central Bristol, close to the university. EJO has the use of toilets and a large common area on the ground floor of the sixth form centre, along with three classrooms on the first floor, one of which is used as a staffroom. The school's sports centre and main hall are used occasionally on summer courses. The organisation's head office in Hampshire, which was not visited during the inspection, comprises one room in a business centre in Passfield, in Hampshire.

Student profile

	At inspection	In peak week: April 2017 (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	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	8	8
Part-time ELT aged under 16 years	14	14
Overall total ELT/ESOL students shown above	22	22

Advertised minimum age	8	8
Actual minimum age	14	14
Advertised maximum age	17	17
Actual maximum age	17	17
Typical age range	14–17	14–17
Typical length of stay	One week	One week
Predominant nationalities	French	French
Number on PBS Tier 4 General student visas	N/a	N/a
Number on PBS Tier 4 child visas	N/a	N/a
Number on short-term study visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	2	2
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT 10–19 hours a week	2	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	1
Comments	
None	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	2
Comments	
None.	

Course profile

Eligible activities	Year round		Vacation		Other: Home tuition	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

- a) No 16 or 17 year-olds are enrolled on adult courses.
 b) 97% of the courses run are junior courses.
 c) The age range for junior courses is eight to 17.
 d) One summer centre offers residential and homestay accommodation. All other centres, whether summer or at other times of year, offer homestay only. One summer course is for students aged eight to 14 while the others are for students aged 12 to 17.

The adults attend home tuition courses. A small number of adults attend a summer course in Guildford in a centre separate from the courses for juniors.

Summer courses are advertised to run at three other centres this summer but the data for these courses is not yet available.

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	0	22
Private home	N/a	N/a
Home tuition	0	0
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	0
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	0	22
Overall total adults + under 18s	22	

Introduction

EJO, formerly the Elizabeth Johnson Organisation, is a long-established provider of vacation courses for students aged under 18. It offers summer vacation courses, which are a mixture of closed groups and individual international students, and closed group courses for under 18s at other times of the year. It runs occasional courses for adult

students. It also offers home tuition for adults and for students under 18.

There are three working partners who have responsibility for different aspects of the provision: one is responsible for client administration, marketing and publicity, one is responsible for the overall academic management of courses and for the arrangement of the premises used for all courses, and a third handles the recruitment of staff, aspects of academic management and all welfare issues. A recent diploma-qualified addition to the head office staff works when needed and helps with operational matters, but was acting as academic manager of the course visited for this inspection. There is considerable overlap in these roles, particularly in the area of academic management, where two of the partners are closely involved.

Since the last inspection in July 2015, when the organisation was put under review, summer vacation courses have taken place at two centres, but, for reasons beyond the organisation's control, provision was not inspected at that time (summer 2016). The first course available for inspection was the course running at the time of the inspection, a one-week closed group course for French junior students, held at Bristol Grammar School (BGS). There have been very few home tuition courses in the last 20 months.

The inspection lasted for one half day, a full day and another half day, during which the inspectors had meetings with two of the partners, in their academic, welfare and care of under 18 roles and in their roles as overall managers of the organisation. Meetings were also held with the course's academic manager, course director and the two local organisers who arrange homestays in Bristol, and a representative of BGS. The inspectors also viewed head office documents. One inspector met a group of students and visited three homestays. Both inspectors met the three group leaders who were accompanying the group. Both teachers were observed by both inspectors.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The three partners of EJO have overlapping roles but have individual responsibility for discrete areas, which were clear to staff. All three are able to cover for one another.

M4 The three partners hold online meetings once a week. There is regular communication between them. One partner visits each centre at least once a week. On summer courses, there are short daily meetings, as well as longer weekly meetings for teachers. Pre-course briefing meetings take place on local sites prior to the start of all courses.

M5 Great care is taken to ensure that the recruitment policy is in line with current legislation regarding the care of under 18s.

M7 The one new teacher at the Bristol centre praised the quality and thoroughness of her induction. Induction at summer centres is carried out through Skype if necessary.

M8 There is no formal appraisal of staff on one-week courses but one partner debriefs all staff individually towards the end of longer courses. Summer course directors hold end-of-course reviews with their staff and the overall EJO

academic manager holds reviews with course directors and local organisers.

M9 All three partners have taken part in various forms of professional development in the past year. One has started an online course leading to a diploma-level qualification. EJO takes the view that there is no time for any formal professional development sessions on one-week courses but occasional, short workshops for teachers are held on summer courses.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	

Comments

M13 Student contact details, including next of kin details, are stored on the organisation's database, which is accessible remotely.

M14 There is a clear attendance policy and group leaders are aware of their responsibility in this area. Poor attendance is rarely an issue.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M16 The action plan produced in response to the July 2015 inspection has led to significant changes, particularly in the areas of staff management, the academic staff profile, academic management, welfare and student services and care of under 18s. The majority of points to be addressed listed in the last report have been addressed, although a problem still remains with safeguarding checks for adults in contact with under 18s.

M17 Systems, processes and practices have been reviewed in response to the last inspection but also in response to staff and student feedback. However, there is no systematic record of action taken.

M18 Students provide feedback on all aspects of their stay. However, action taken is not recorded.

M19 No record of action taken is kept in response to staff and group leader feedback.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity is wholly web-based.

M21 All publicity is written in clear, accurate English although there are a few misspellings. These were corrected during the inspection.

M29 The Accreditation Scheme marque is used correctly in all cases but the statement 'All our courses are accredited by the British Council' suggests incorrectly that online courses are accredited. The statement was removed during the inspection so this is no longer a point to be addressed.

Management summary

The provision meets the section standard. The management of the provision operates to the benefit of its students and in accordance with its publicity. Very little record of action taken as a result of feedback is kept. There is a need for improvement in *Quality assurance*.

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 type="checkbox"/>	<input type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

R3 Both classrooms in BGS are quiet and well lit with adequate space for activities involving student movement.

R6 The classroom used as a staffroom provides a suitable space where the two teachers and the academic manager work, relax and hold meetings.

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

Comments

R7 The course booklet, designed specifically for the current group of students as a notebook to use and take home, is full of language and information useful for their stay in Bristol.

R8 The small selection of materials, mainly drawn from photocopiable resource books, is sufficient and appropriate for this course.

R12 The course booklet (see R7) emerged from a thorough review of course materials prompted by feedback from teachers and students, as well as by comments from the previous inspection. Coursebooks, which are only used on the longer summer courses, have also been reviewed and changed.

Resources and environment summary

The provision meets the section standard. The learning resources and environment support and enhance students'

studies and offer an appropriate professional environment for staff.

Teaching and learning

Academic staff profile

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

Comments

T4 The academic manager for the Bristol course is TEFLQ by virtue of his qualified teacher status (QTS), which he acquired by following a graduate teacher programme specialising in modern languages for secondary school. He has considerable ELT experience, including acting as course director on EJO summer courses. Supporting him is the HO academic management team, one of whom is TEFLQ and the other TEFLI. Both of them have many years' ELT/TESOL experience.

T5 Two members of the team are TEFLQ and provide excellent support for the TEFLI member of the team, who is currently following an online diploma course.

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 type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T8 Cover is provided by the academic manager at Bristol and by the senior teacher or course director at summer centres.

T9 Workshops on continuous enrolment are a regular feature of the continuing professional development programme at summer centres. The new coursebook comes in two parts. The two parts are used in alternate years so that returning students do not repeat material.

T10 Guidance and support at Bristol is provided by the academic manager. At summer centres, the senior teacher and course director provide support, aided by the TEFLQ partner who visits each centre at least once a week to observe and advise teachers.

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

Comments

T12 Course design is based on clearly stated principles which relate course materials and schemes of work directly to the students' needs to develop their spoken interaction, particularly in the contexts of their homestay accommodation and their excursions and activities. Detailed schemes of work are provided for teachers which offer them a coherent and appropriate course structure.

T13 Since the last inspection, course design has been comprehensively reviewed, leading to clearer schemes of work for teachers.

T14 For every week of a course, there is an attractive poster telling students what they will learn. Teachers write objectives on the board each lesson and draw students' attention to these as each stage is reached

T16 Classwork is systematically integrated both with students' lives in their homestays and with the excursion and activity programme.

Learner management

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

Comments

T17 On short courses, the placement procedure consists solely of a short interview. On summer courses, there is a more formal procedure involving a multiple choice test, a piece of writing and an interview.

Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	Both classes

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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 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 linguistic systems, particularly in the area of pronunciation.

T24 The content of lessons was very well suited to student needs and course objectives. Teachers were sensitive to individual students and their pace of learning. Activities involving movement were used to help students stay alert. Extra activities and materials were available for faster learners.

T25 Learning outcomes, generally made known to students, were relevant to students' needs in their homestays and on excursions.

T26 A good range of techniques was employed, with a good balance of teacher and student talking time. Teachers used nomination, elicitation and concept checking well and varied interaction patterns effectively. A role play was used effectively, as were techniques for correcting and practising aspects of pronunciation.

T27 Teachers gave clear instructions and usually checked them carefully. Whiteboard use was inconsistent and, at times, unprincipled. Materials were sometimes exploited effectively but at other times they were not personalised, to match them to students' interests. The role play was well managed and pair work was set up efficiently.

T28 Teachers monitored pair work well and, at nearly all times, picked up error and corrected it effectively, using a range of correction techniques. Of particular note was the teachers' ability to correct without interrupting the flow of the lesson.

T30 There was a positive learning atmosphere in both classes. Effective management of learning activities along with the use of language pitched to the level of the learners helped in the development and maintenance of the atmosphere, as did effective control of L1 use.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to very good. Knowledge of the linguistic systems of English was good. Lesson content was highly relevant to the needs and ages of the students and led to relevant outcomes. Students were fully engaged in their lessons and benefited from useful feedback. Teachers displayed a range of techniques appropriate to their students and often provided opportunities for evaluation of learning. Teachers' sensitivity to students' needs resulted in a positive learning atmosphere. Teachers adapted their language to the students' level well.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given sufficient support to ensure their teaching meets the needs of their students. Courses are well designed to match student needs and learner management is good. The teaching observed met the requirements of the Scheme and was generally of a high standard. *Course design* and *Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 There are good measures in place to ensure the safety and security of students on the school premises. EJO has exclusive use of the sixth-form block and there is a keypad entry system on external doors. The premises risk assessment is up to date and is reviewed regularly, regular fire drills are carried out and first aid is provided by the school porters, who are appropriately trained.

W2 Provision for pastoral care is good. EJO staff work closely with group leaders to ensure that pastoral issues are dealt with quickly. The accommodation and welfare officer is identified at induction and is on site daily. She liaises closely with the homestay hosts to ensure that students' pastoral needs are met.

W4 EJO's anti-bullying policy is on noticeboards, and guidance is given to staff in the safeguarding policy. There is a section in the student handbook on the need for students to foster an atmosphere of respect and to report any incidences of inappropriate behaviour to the course director. A policy related to the Prevent strategy is in place and staff are encouraged to promote British values; information has also been sent to homestay hosts. The school is meeting its responsibilities well in this area.

W6 Groups are met at Bristol railway station by EJO staff and their homestay hosts, who then take the students to their accommodation. Bus passes are provided for the duration of the course. Transfer costs for individuals who enrol on the summer courses can be found on the website.

W7 Students are provided with a wide range of up-to-date and practical information and advice in accessible

language in the student handbook. Personal and road safety issues are covered particularly well. The handbook has been attractively designed to make the information easy to process.

W8 This criterion is met but there is little specific information about medical or dental treatment in the Bristol context.

Accommodation profile

Comments on the accommodation seen by the inspectors

EJO's students on the Bristol course stay in homestay accommodation on a full-board basis, which includes packed lunches. Two students are placed in each home, and rooms are either single or twin. The homestays are within 40 minutes' travelling time of the school.

One inspector visited three homestays.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 All three homes visited provided a satisfactory standard of accommodation for short-stay students. Some rooms were small and in one home bunk beds were used. All the required services were in place. Hosts were welcoming and caring.

W10 Detailed information about hosting for EJO, an initial registration form and a comprehensive application form are available on the website. Local organisers, who have worked with EJO for many years, inspect those applicants they consider suitable and ensure that copies of Gas Safe certificates and fire risk assessments are submitted. The local organisers in Bristol have experience of being hosts.

W11 Visits to homestay providers are made before a student is placed with a host and spot check visits are made during the course.

W12 Accommodation records are comprehensive and local organisers have their own portals on the EJO website. Records sampled contained up-to-date information about the hosts and their homes, as well as records of annual checks of safety measures. The computerised system indicates when re-visits are due.

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 Rules, terms and conditions are presented clearly and accessibly in an attractively designed handbook for hosts.

Accommodation: residential

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

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W26 The leisure programme offers a combination of suitable activities and excursions. Students are prepared for the excursions in class time and the excursion lessons include background information on the locations and sights to be visited. The visits are followed up in class. The group studying in Bristol did not require sporting events and activities.

W27 The programme is very well organised and run by the teachers in conjunction with the group leaders. Staff are well prepared before each activity; they are briefed on excursions and given maps and attractively designed handouts.

W28 Specific risk assessments are produced for each activity and excursion and emergency procedures are clear. After excursions or activities risks and procedures are reviewed on a continuing basis.

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 well met. The provision of accommodation is suitable and managed very efficiently to the benefit of students. The leisure programme is varied, and very well managed. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

A large majority of EJO's students are under 18 and come under the supervision of a group leader. The students on the Bristol course were from ages 14–17.

C1 There is a comprehensive policy in place covering all the required aspects of safeguarding, including e-safety, safer recruitment procedures and handling allegations. The policy also includes codes of conduct and sample forms. One of the directors is identified as the designated safeguarding lead (DSL) being responsible for the implementation of the policy and for responding to any allegations.

C2 The core sections of the safeguarding policy are made known to staff, homestay providers and group leaders in their handbooks. Homestay hosts also receive a separate guide and quiz. Provision for safeguarding training is very good; all staff receive basic training provided by EJO, and management staff, including local organisers, have received specialist training.

C3 Publicity on the website gives basic information about the level of care given to students but no information is provided about unsupervised time, such as the journey from the homestay to the school, which students make in pairs, or break times when students may leave the school provided they sign in and out. There are no parental consent forms to cover unsupervised time but students and group leaders in Bristol had been made aware of the arrangements before departure.

C4 Safer recruitment procedures are documented. There are references on file for staff and some for more recently recruited homestay providers. Evidence of police checks for the three leaders of the closed group were seen. Staff have undergone suitability checks since the beginning of 2017. EJO did not run a course in Bristol in 2016 and did not apply for checks for any of the homestay providers on its database. When the current course was confirmed towards the end of February this year (2017) EJO applied for up-to-date household checks for all the homestays that were to be used. However, at the time of the inspection these had not come through, despite the efforts of EJO to speed up the process. Many of the main carers in homestays have been DBS checked by other employers; hosts are all well known to the local organisers and all have been used on previous courses without incident.

C5 Supervision arrangements are good; there is an appropriate ratio of staff to students, with group leaders providing additional support. There are rules supported by a risk assessment for unsupervised time. Inspectors were informed that Guildford was the only centre that accepted students over the age of 18 and their course was run entirely separately from the under-18 courses.

Care of under 18s summary

The provision just meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 in the school, and in the leisure activities provided. Publicity only gives limited information about the level of care given to students. The checking of homestay providers is not complete.
