

Organisation name	The English Experience, Norwich
Inspection date	9–10 April 2019

Section standards	
Management 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
Premises and resources 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
Teaching and learning 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
Welfare and student services 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
Safeguarding under 18s 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

Recommendation
We recommend continued accreditation. However, evidence should be submitted within three months to demonstrate that weaknesses in W2 and W11 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited The English Experience in April 2019. 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 www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general English for closed groups from 11 to 18 years old, and vacation courses for groups and individuals from 12 to 18 years old.</p> <p>Strengths were noted in the areas of staff management, student administration, learning resources, academic management, course design, learner management, teaching, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

The school opened in 1994 and moved to its current premises in 2012. It caters exclusively to school-age students aged 12 to 18, mostly in closed groups attending short courses or examination preparation classes. In the summer most students stay one or two weeks and open enrolment is possible. Accommodation and leisure programmes are offered year round.

The inspection lasted two days with two inspectors. The inspectors had meetings with the director, personal assistant to the director (PA), accommodation officer, social activities organiser, director of studies (DoS), and the senior teacher. Focus group meetings were held with students and teachers as well as group leaders. All teachers teaching on the days of the inspection were observed. One inspector visited two homestays and one residence.

Address of main site/head office

8–10 Upper King Street, Norwich, Norfolk NR3 1HA

Description of sites visited

The main site at 8–10 Upper King Street is on three floors of a converted commercial building in the centre of Norwich, and the school is the sole occupant of the building. The entrance to the building is on the ground floor and a staircase provides access to the upper floors. There is wheelchair access on the ground floor, where the reception area, student common room, administration offices, toilets, staff kitchen, and one classroom are situated. There are eight classrooms in total, spread across the other two floors along with toilets on every floor. The teachers' room and academic offices are on the first floor.

The football and English course is held at a community sports and residential foundation, the official charity of a local football club (The Nest, Holt Road, Horsford, Norwich NR10 3AQ). As well as extensive sports facilities, there are social and accommodation blocks. The former has large dining and common room areas; these are used as classrooms in the morning.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<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"/>
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 provides year-round and summer courses for school-age students. From September to June these are bespoke short courses for closed groups accompanied by their teachers or group leaders. These groups may stay for as few as four days, and the courses are focused on British culture. During this period the school also offers a number of test and examination preparation courses, ranging from a few days to several weeks. These courses are also attended by closed groups. Students are accommodated in homestays and typically have 15 to 20 hours of English lessons per week plus activities and excursions. At the time of the inspection, the school was also trialling an English with football course in conjunction with a local football club. These students are taught and accommodated off site on premises belonging to the club's community relations charity. From mid June to August the school offers 'Summer study holidays' for 12 to 18 year-olds. These attract both groups and individuals, provide 15 hours of general English lessons with activities and excursions, and are based at the main school in the centre of Norwich. It also offers a residential course for individuals and groups aged eight to 14 at Hethersett Old Hall School a few miles outside Norwich. This course is due to run for two weeks in July this year.

Management profile

The director is directly responsible for the overall running of the operation, with the PA and the DoS reporting to her. In turn the PA line manages the accommodation officer, social programme co-ordinator, and the receptionist. The assistant director of studies and the senior teacher both report to the DoS.

Accommodation profile

The majority of students are housed in homestays; the school has some 150 homestays in and around Norwich on its books. A minority of students were staying in a dormitory block at the football club community centre used for a recently introduced course. A number of summer courses are held in a local boarding school which provides residential accommodation.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Communications are good and there are well-established systems to ensure that recruitment and induction are well handled. A more systematic and measurable approach to forming objectives for the future is needed. Considerable investment is made in the professional development of staff. Student enrolment and administrative support is carried out to a very high standard. Publicity is very clear and accurately reflects the school, although there were some omissions in detail regarding accommodation provision and instances in which the Accreditation scheme marque was used incorrectly. *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 provide students and staff with a very well-designed, comfortable, and professional environment for work and relaxation. However, provision for secure storage of personal items for staff is needed. Learning resources are mostly designed and produced in house, and to very good effect. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The professional profile of the academic staff team is appropriate and teachers benefit from very good support and guidance. Courses are well designed and structured to ensure that students are effectively supported in their learning. The teaching observed met the requirements of the Scheme. *Academic management*, *Course design*, *Learner management* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The welfare and security of students are assured well; accommodation is of a good standard and generally well managed; *Leisure opportunities* is an area of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There are full policies and procedures in place to safeguard students under the age of 18. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Not met
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

M2 An organisation plan was seen that covered a number of general objectives in different areas; however specific information regarding time frames and how success will be measured was missing.

M3 A clear structure for the school exists, which is further supported by large photographs of staff with names and titles displayed where they will be seen by all students. In addition, a system for indicating who is in and out of the building at any given time is similarly clear.

M5 A detailed system for obtaining end-of-course feedback is in place. This includes a clear 'traffic-light' system for triggering action. In addition, annual meetings are held and action to be taken in response is minuted. Initial feedback is handled efficiently, considering the short-course nature of the school's provision, through welcome meetings with both students and group leaders, as well as a welfare section at the start of every lesson.

M6 Feedback is obtained from teaching staff at the end of each summer, and a meeting is held by the academic management team to assess this and decide on any action to be taken. The director meets with all permanent staff every six months, and the appraisal records of these staff make it clear that they feel they are listened to. Teachers also confirmed this in the focus group.

M7 The action plan was completed fully. Minutes from departmental meetings provide clear evidence that systems and processes are reviewed on an annual basis, and action taken.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
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.	Strength
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.	Met
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

M10 A clear and thorough recruitment policy and procedure is in place. This is further supported by person specifications, and targeted interview forms which are evidence of a systematic approach to selecting appropriate staff. Feedback confirmed that all new staff are well supported by existing staff, and the teaching department uses a buddy system to ensure new teachers are supported appropriately.

M11 Induction procedures are very thorough and apply to all staff throughout the year, whether permanent or temporary. Completed checklists were seen in staff files, and new teachers are encouraged to observe before they begin teaching at the school.

M13 Permanent staff are given ample support in their professional development, from safeguarding and first aid training to attendance at relevant conferences and training days. Teaching staff receive a number of internal development sessions across the year, and are encouraged to access further training through online webinars. In addition, peer observations are encouraged. A number of permanent staff members have been supported in gaining further qualifications.

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 course choices before arrival and during their stay.	Strength
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.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 Student feedback on customer service within the school is very positive, with many students commenting on the friendly and helpful nature of the team. Group leaders also commented very favourably on the speed with which school staff respond to and resolve all issues.

M15 The booking system is well structured and information is communicated in a thorough and systematic manner. Courses are mostly negotiated with agents before arrival and this flexibility and responsiveness continues once the groups are in the school.

M16 Enrolment conditions are communicated clearly in the terms and conditions, and there is a fair and flexible approach to cancellations. The staff member responsible attends the welcome meeting for new students, and holds another with group leaders upon arrival in the school. Initial satisfaction is confirmed with agents via email thereafter.

M19 There is an effective policy on student attendance in place and made known to students and group leaders. Attendance at the start of lessons is checked by a senior member of staff, and all absences are followed up immediately. All absences and follow up are recorded.

M20 An effective staged process is in place, and clearly displayed in both handbooks and classrooms. The visual 'traffic light' system is further reinforced during the first lesson.

Publicity	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.	Strength
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
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.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

The school's publicity comprises a website, and a number of separate flyers for different courses available in both physical and electronic formats. The school also uses social media platforms. The website and the flyers are considered the main forms of publicity.

M22 The website and flyers provide a very clear and accurate description of the school and its services, including sample social programmes. All original photographs are used, and video testimonials from students of varied nationalities are a particularly attractive feature.

M23 The emphasis on photographs and tables of information rather than extended text make it both attractive and highly accessible to prospective clients. Video testimonials from past students in their native languages further support this.

M24 Information for the different courses offered is clear and consistently presented, enabling easy comparison. Information on content, language levels, and course objectives is clearly displayed.

M27 Homestay and summer residential accommodation is described, but no details regarding laundry and bedding services were available. This was addressed during the inspection and is no longer a point to be addressed.

M29 Claims to accreditation were mostly accurate, except for the Accreditation scheme marque used on publicity for the school integration course, which is not accredited. The correct marque was used across all of the publicity except in one instance. Both of these issues were corrected during the inspection and are no longer points to be addressed.

Premises and resources

Premises and facilities	Met
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.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
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.	Not met

Comments

P1 Considerable thought and investment has gone into creating a comfortable and modern learning environment within a relatively old building. This includes wheelchair access on the ground floor. The décor carries the brand of the school throughout the premises, and all areas are in a very good state of repair.

P2 Classrooms are varied in size and seating arrangements, but all are comfortably furnished, well lit, air conditioned, and with ample natural light. Very good use of wall space was seen in every room, with clear displays, including weekly and daily lesson aims, useful language, classroom rules, and student work from previous courses.

P5 Signage is very good throughout the building, and in keeping with the company brand. Good use is made of the facilities for the display of information in both the classrooms and the teachers' room.

P6 There is a perfectly adequate teachers' room for the number of teachers working, but no provision is made for secure storage of personal possessions.

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.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
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 school puts together courses using self-produced as well as published materials. Students receive a folder for keeping copies in, and this folder comes complete with learner training advice. There is also a wide range of well-organised published materials relevant to their particular courses. This is further supported by links to online resources, and laminated packs of visual stimuli.

P8 The school has a very considerable bank of their own materials for teachers to draw on. These are all well presented, with clear instructions to enable teachers to exploit them effectively. There is also a good range of reference books available, relevant to the courses offered and the age groups taught. The bank of materials is added to on an ongoing basis, as new courses are negotiated and new topics covered.

P12 Minuted meetings show that both student and staff feedback inform the annual review of courses. Courses are then developed in the light of this feedback each year.

Teaching and learning

Academic staff profile	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.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

T3 There is a good balance between experienced and newer teachers on the team. The senior teacher has an educational background in creative writing, which helps with the writing of new course materials, and the support of teachers in developing their own. The senior teacher has also attended external training on examination courses, which the school offers a wide range of. Internal development sessions on teaching teenagers, and delivering exam preparation lessons have been well received by the teaching team.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
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.	Met

Comments

T5 Both preference and the need to develop experience across the teaching team are taken into consideration when matching teachers to courses. Teachers are encouraged to observe new courses before they are expected to teach on them.

T7 Cover is ample with both the director of studies (DoS) and the assistant director of studies (ADoS) available during busy times. In addition, the full-time senior teacher is available when not already in the classroom. Cover lesson materials are available, but due to the prescriptive nature of the courses run, these are rarely needed.

T8 Continuous enrolment is handled sensitively, and all classes begin new topics on Tuesdays when incoming students join the existing classes. Before the new topic is started, activities are timetabled to encourage new and existing students to become acquainted and to build class rapport.

T9 Both the DoS and the ADoS, as well as the senior teacher are available to provide day-to-day support to the teaching team. The teachers commented very favourably on how supported they feel.

Course design and implementation	Area of strength
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.	Strength
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.	Strength
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 There are clearly stated principles and aims for all courses, most of which are developed within the school. Each course has an individual syllabus, example timetables, and step by step instructions for teachers on how to use the material effectively. Much of the course design is closely aligned with the school's mission statement.

T12 All courses are reviewed systematically on an annual basis, taking into consideration both student and teacher feedback on specific topics and materials. Most courses are negotiated with agents and group leaders prior to arrival, and this negotiation continues to some extent once the groups are in the school.

T13 Course outlines and learning outcomes exist for each course; these are displayed clearly in the school's publicity before arrival, and on the noticeboards in every classroom once the learners are in class. There is also specific whiteboard space allocated to the statement of daily aims at the start of the lesson, and a review of what was learnt at the end.

T14 Opportunities to support students in acquiring language outside the classroom are well taken. These include, weekly street surveys, and worksheets to accompany excursions. Teachers are encouraged to follow up on excursions in the next class, and incorporate all of the above into project work.

T15 Even short-stay students complete a learner training worksheet as part of the first day induction, and are encouraged to assess their own needs and strengths, whilst forming personal learning goals.

T16 First-day activities focus on useful language that students might need to communicate with English speakers in the local area. Students are also encouraged to carry out surveys with homestay providers as part of their project work.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
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.	N/a

Comments

T17 Short course groups are placed into classes before arrival by their teachers. Other students complete a grammar test on the first day as well as a number of interactive tasks. These interactive tasks, whilst also fulfilling induction requirements, allow the teacher to assess communicative competence. Students are then placed into groups taking all of the above into consideration.

T19 Group leaders are consulted on a daily basis regarding their students, and all requests for changes are negotiated swiftly by the group leader, students, teacher and DoS.

T21 All students studying for a week or longer are presented with a detailed leaving report as well as a certificate. There is good advice available for teachers on how to complete these effectively and efficiently.

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation	Area of strength
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.	Strength
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.	Strength

T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers mostly demonstrated sound knowledge and awareness of the language, but there were a small number of unnatural models given whilst drilling vocabulary. There were also a small number of spelling errors. In a number of segments seen, word stress and word class were clearly displayed, and good use was made of colour.

T24 The content of the lessons was at all times skilfully linked to the course objectives, and class profiles showed detailed knowledge of individual and group needs.

T25 Lesson plans contained relevant learning outcomes, and the weekly and daily plans made known to students focused on these also. These aims and outcomes were clearly displayed on the well-organised student display boards. Lessons were logically staged, with very clear links between the aims of the lesson and the activities taking place.

T26 A number of appropriate techniques were seen, including effective drilling, elicitation, instruction checking, concept checking, and nomination.

T27 Classrooms were managed effectively with good variation in seating arrangements to facilitate group or pair discussion. Activities to allow students to move around the classroom or use the computer for research were also included. Where a projector was available, it was used productively, and where not, other visual stimuli were utilised well. Boardwork was well organised, and colour was used effectively to highlight aspects of language.

T28 Feedback to students was very effective. Both delayed and on-the-spot error correction were seen, as was elicited peer or self correction. Praise was consistent at both the individual and the whole class level.

T29 Many of the segments observed contained activities to check that learning was taking place. This ranged from simple checking of answers to more student-centred task-based cycles. Some lesson plans also included a check on learning from previous lessons. The student display boards have a section to list what has been learnt at the end of each class.

T30 The atmosphere in classes was lively and engaging with teachers coping well with the challenges of teaching teenage students. Teachers addressed students by name, gave good encouragement and support and students interacted positively. The pacing of most lessons was appropriate, with variation in activities and interaction patterns maintaining a lively atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from very good to satisfactory, with the majority being good or very good. Teachers demonstrated sound knowledge of language systems, and lessons had been planned to meet course objectives and students' needs through a coherent series of activities. Teaching techniques were appropriate, resources effectively managed, and feedback provided in a variety of ways. Students were fully engaged in their learning.

Welfare and student services

Care of students	Met
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.	Not met
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.	Met
W8 Students have access to adequate health care provision.	Met

Comments	
<p>W1 Access to the school is carefully controlled. Measures to cope with fires are very thorough; staff have specific roles and there is contingency built in to allow for staff absences. There are clear evacuation instructions with a photograph of the assembly point and evidence of fire drills.</p> <p>W2 There is an emergency plan but it is brief and lacks detail. Not all staff were familiar with it.</p> <p>W4 There are strong and clear policies to promote tolerance and respect; students are made aware of these at induction and through very well-designed visual wall displays. Abusive behaviour is subject to a three 'card' system, yellow, orange and red; this is prominently displayed in the student area.</p>	
Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
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.	Not met
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.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
<p>W11 Evidence of gas safe certificates was not available in all cases sampled.</p> <p>W14 There is a very full statement of rules, terms and conditions in a regularly reviewed handbook and other documentation for accommodation providers.</p>	
<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.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	
Leisure opportunities	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 Leisure programmes are mostly bespoke for closed groups and closely correspond to their needs. In the summer, when there are individual students, great care is taken to ensure that they are not offered repeat activities during their stay. Feedback is collected from group leaders after each excursion.

W25 Activity leaders reported that programmes were very well organised and resourced.

W26 Activity leaders are issued with a folder before each trip that includes medical information about students, the trip's policy document and relevant risk assessments. Trip leaders are quizzed on these before departure. These are 'live' documents in that the trip leaders are asked about their continued relevance after the event.

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Strength
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 under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
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.	Strength
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

S1 Safeguarding is a priority for the school and very good procedures are in place to ensure the safeguarding of all students. There is a clear and comprehensive safeguarding policy which is made known to all staff and to students, The five members of the safeguarding team are named in the policy; the team includes a safeguarding lead, two deputies, and two safeguarding persons. Suitability checks are required to be in place before new members of staff start working in the college.

S2 The full policy is on the website and shorter versions of it are on display and issued to visitors and all other stakeholders. All members of staff have at least basic training; the five members of the safeguarding lead team all have specialist safeguarding training.

S4 The school has clearly been well advised by the human resources agency it uses; policies are wholly in line with safe recruitment good practice. Applicants are advised that reference requests will ask if there is any reason why the applicant should not work with under 18s.

S6 Stakeholders have all seen the rules and signed to show their agreement. Rules are made clear to students at enrolment and induction.

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	2003
Last full inspection	June 2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	July 2015
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1994
Ownership	Name of company: The English Experience (UK) Ltd Company number: 3411343
Other accreditation/inspection	N/a

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 and not visited	Hethersett Old Hall School, Norwich NR9 3DW 4 classrooms and 35 bedrooms

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	1	0
Full-time ELT (15+ hours per week) aged 16–17 years	55	80
Full-time ELT (15+ hours per week) aged under 16	85	180
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	141	260
Junior programmes: advertised minimum age	11	12
Junior programmes: advertised maximum age	18	18
Junior programmes: predominant nationalities	Thai, Spanish	French, Spanish, Italian, Chinese
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	12
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	7	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	9
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	9
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	1	110
Private home	0	0
Home tuition	0	0
Residential	0	30
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	1	140
Overall total adults + under 18s	141	

