BRITISH COUNCIL

Inspection report

Organisation name	English in Totnes
Inspection date	25–26 July 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 *Declaration of legal and regulatory compliance*.	☒	☐
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.	☒	☐
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.	☒	☐
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.	☒	☐

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.	☐	☒	☐

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that the weakness in C4 has been addressed.

Summary statement

The British Council inspected and accredited English in Totnes in July 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (16+), vacation courses for under 18s and courses for closed groups of adults (16+) and under 18s.

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

Strengths were noted in the areas of student administration, care of students and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	November 1988 (Totnes School of English)
Last full inspection	May 2013
Subsequent spot check (if applicable)	July 2016 (Junior centre only as part of Language in Group young learners)
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Work shadowing and unpaid internships in local companies
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

Private sector

Date of foundation	1980
Ownership	Name of company: English in Totnes Ltd Company number: 07116300
Other accreditation/inspection	N/a

Premises profile

Address of main site	Gate House, High St, Totnes TQ9 5RZ
Details of any additional sites in use at the time of the inspection	Windmill House, Ashburton Rd, Totnes TQ9 5JT
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	Gate House The Gate House is a listed building located in the centre of Totnes, with one classroom bridging the High Street. On the ground floor there is a reception area, a classroom and student lounge with an exit to a yard with additional seating. A video display near the school entrance provides school and local information. On the first floor there are an additional five classrooms and a teachers' room. A further three classrooms are situated on the top floor. Windmill House Windmill House is an older style property set in its own grounds, a short walk from the centre of Totnes. During the year it is used by a private secondary school and then let to EiT during the summer vacation. There are a reception and office area, six classrooms, a computer room and a teachers' room. In the basement there is a student common room. Sometimes the school uses the grounds of a large comprehensive school to the rear of the house. On weekdays the junior students have a hot lunch at the comprehensive school.

Student profile	At inspection	In peak week: July
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	55	24
Full-time ELT (15+ hours per week) aged 16–17 years	65	65
Full-time ELT (15+ hours per week) aged under 16	80	121
Part-time ELT aged 18 years and over	3	3

Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	203	213
Junior programmes: advertised minimum age	7	7
Junior programmes: actual minimum age	9	9
Junior programmes: advertised maximum age	15	15
Junior programmes: actual maximum age	15	15
Junior programmes: predominant nationalities	Spanish, Italian, French	Spanish, Italian, French
Adult programmes: advertised minimum age	16	16
Adult programmes: actual minimum age	15	16
Adult programmes: typical age range	16–18	16–18
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	Spanish, Italian	Spanish, Italian
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	5	9

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	16	12
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT 10–19 hours a week	13	
Number teaching ELT under 10 hours a week	1	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	7	

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	
The academic manager is contracted to work 80 per cent of the time.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	13
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)	2
Total	16

Comments
None.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☒	☒	☐	☐
General ELT for juniors (under 18)	☒	☐	☒	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☒	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments

Courses are organised for adults (16+) and juniors.

The main course for adults is a general English course, which runs for 15 hours a week. This can be increased to 21 hours if students wish to follow a more intensive programme with additional different options. Younger adults can also take a programme of excursions and activities to supplement the general programme. In addition, there are 21-hour programmes which focus on preparation for IELTS and external, general English examinations.

English for Work is a combination of 15 hours of general English with an extra six hours a week focusing on preparation for the workplace. Work experience courses offer different combinations of general English with full and part-time local internships. Young adults may also combine this option with an inclusive leisure programme.

The Cultural Experience course is a 15-hour programme combining general English with learning about the culture of the area. Most lessons are taught outside the school in local places of interest.

One-to-one classes are offered as required.

The following programmes are offered in the summer only.

For juniors aged 12–15 the Multi Activity programme combines 15 hours of general English with a range of cultural and sporting activities and excursions. The Junior English and Adventure programme is offered for the same age group but with a stronger focus on outdoor activities such as rock-climbing and kayaking.

Play with English is provided for younger children aged 7–12 and incorporates language learning through games, stories and songs.

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	50	143
Private home	0	0

Home tuition		0	0
Residential		0	0
Hotel/guesthouse		0	0
Independent self-catering e.g. flats, bedsits, student houses		0	0
Arranged by student/family/guardian			
Staying with own family		2	5
Staying in privately rented rooms/flats		3	0
Overall totals adults/under 18s		55	148
Overall total adults + under 18s		203	

Introduction

English in Totnes (EiT) was founded as a partnership of five teachers in 1980 as the Totnes school of English. In 2011 the school joined two other accredited schools to form Language in Group and traded under the name Language in Totnes. This association ceased in the autumn of 2016 and English in Totnes now trades as a single independent company offering courses for adults and juniors. Although there have been some recent staff changes, the current owner-director has been involved since the school's foundation.

The inspection lasted two days. Interviews were held with the director, the academic manager, the administration manager and the logistics manager. Focus group meetings were held with junior and adult students, and with the teachers. All teachers timetabled during the inspection were observed and one inspector visited three homestay providers.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments

M1 Sampling revealed that students are being issued with more photocopies from a single textbook than the school's copyright licence permits. The school should seek further advice from the relevant regulatory body.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☒	☐
M3 Duties specified	☐	☒	N/a	☒	
M4 Communication channels	☐	☒	☒	☒	☐
M5 Human resources policies	☐	☒	☒	☒	
M6 Qualifications verified	☒	☐	N/a	☒	☐
M7 Induction procedures	☐	☒	☐	☐	
M8 Monitoring staff performance	☐	☒	☐	☒	
M9 Professional development	☐	☒	☐	☒	

Comments

M2 Although the school has recently had several changes of staff there is a clear structure of management with responsibilities and lines of reporting made clear. Arrangements for covering roles are effective and known by the relevant staff.

M3 Job descriptions are available for all staff with a full and practical description of their duties and responsibilities. Some staff operational handbooks are very well documented.

M4 There is a range of formal and informal meetings, which ensure good communication in the school. The management and administrative staff share a large office, which promotes on-going discussion and exchange of ideas. Minutes of more formal meetings were noted on file containing action points that had been followed up. There are daily meetings with group leaders and regular contact with homestay providers.

M5 Recruitment procedures are thorough. Different policies provide appropriate and systematic guidelines on best practice and staff reported that their appointment had been carried out efficiently and in a professional manner.

M6 Although the school had taken steps to confirm the qualifications of staff, validated copies of qualifications were missing from some files.

M8 All staff are monitored and supported in their work. Although the full appraisal policy has not been used for the recently appointed staff, there was evidence of formalised performance management assessment taking place as part of staff's induction and professional development. Completed appraisal documents from the last 24 months were noted on file.

M9 The school actively promotes the continuing professional development (CPD) of its staff and detailed analyses of the training needs and development activities of newly appointed administrative staff were noted. Some in-service training has been organised for teachers through feedback sessions from regional training meetings attended by EiT staff.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☐	☒	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Contact details	☐	☒	☒	☒	
M14 Student attendance policy	☐	☒	☒	☒	
M15 Students asked to leave course	☐	☒	☐	☐	

Comments

M10 Students commented very positively about the helpfulness and friendliness of the staff. A shared office space in reception means that staff are familiar with colleagues' jobs and can cover as necessary.

M11 The majority of courses are booked by overseas educational tour operators who know the school well and offer mother tongue support as required. Academic management staff are always available to handle any enquiries which cannot be managed by student services staff.

M13 All student emergency contact information, email addresses and telephone numbers are entered into the database. All the required information is stored on individual student records, including notes about the English language competence of named emergency contacts. The database is available twenty-four hours a day via remote access using computers or smart phones.

M14 There are clear policies on attendance and punctuality, which are made known to students. Lack of student compliance in this area may mean that certificates are not provided at the end of the course. Strict procedures for checking attendance of under 18s were noted during the inspection.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☐	☐
M17 Continuing improvement	☐	☒	☐	☐	
M18 Student feedback and action	☐	☒	☐	☒	☐
M19 Staff feedback and action	☐	☒	☐	☒	
M20 Complaints and action	☐	☒	☒	☒	☐

Comments

M18 Students complete a feedback questionnaire early in their course and one when they have finished. These are checked by managers, although any action taken is not always recorded. Staff are informed of any significant feedback on their performance by line managers if necessary.

M19 Staff are asked for informal feedback during meetings. In addition, they sometimes complete an ad hoc questionnaire, which asks for views on services and systems, as well as their experience of working at the school.

However, action taken as a result of this feedback is not always recorded systematically.
M20 Students are given a clear complaints procedure, written in accessible English. This is communicated via a variety of media. It also provides guidelines on obtaining an independent opinion from EnglishUK if required. All complaints are dealt with systematically and logged appropriately.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☒	
M22 Realistic expectations	☒	☐	☐	☒	
M23 Course descriptions	☐	☒	☐	☐	
M24 Course information	☒	☐	N/a	☒	
M25 Costs	☐	☒	☐	☒	
M26 Accommodation	☐	☒	☐	☐	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☒	☐	N/a	☒	☐
M29 Accreditation	☐	☒	N/a	☒	☐

Comments

The school's publicity consists of a brochure and a website.
M21 The balance of text and visuals, together with the use of summaries of key points, makes the publicity generally easy to use. However, accessibility is sometimes reduced through the use of language too difficult for the average non-native speaker.
M22 Claims about the provision are sometimes exaggerated. The school does not have 'state of the art' facilities and none of the provision is 'unique'. The brochure talks about 'highly effective teaching' methods without providing any evidence. The photograph on the website linked to the description of accommodation is not representative of the provision and could give rise to unrealistic expectations. The junior programme is advertised as taking place at the Windmill site, although some of the programme took place at the Gatehouse because of restricted access.
M24 The minimum enrolment age for adult classes is stated as 16, although there were five 15 year-olds in adult classes during the inspection.
M25 Although the school trains students for IELTS and external general English examinations, the related examination fees are not listed.
M28 The brochure describes teachers as 'highly experienced', which was not the case at the time of the inspection.
M29 Although the Accreditation Scheme marque used by the school includes the phrase 'for the teaching of English' it does not say 'in the UK'.

Management summary

The provision meets the section standard and exceeds it in some respects. The management and administration systems operate to the benefit of students and staff. Communications work well. There are some arrangements for the monitoring and professional development of staff. The general administration of students is effective and efficient. There are procedures in place to monitor the quality of the services offered although any action taken is not usually recorded. However, some aspects of publicity misrepresent the school's provision. There is a need for improvement in *Publicity. Student administration* is an area of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☐	☐	
R2 Condition of premises	☐	☒	☐	☐	
R3 Classrooms and learning areas	☐	☒	☐	☒	
R4 Student relaxation areas and food	☐	☒	☐	☐	☐
R5 Signage and display	☐	☒	☐	☒	☐

	Not met	Met	Strength	See comments	N/a
R6 Staffroom(s)	☐	☒	☐	☐	☐

Comments

R3 Although some classrooms are potentially warmer or noisier at certain times, the school adopts appropriate measures to minimise any disruption to students.

R5 Clear signage assists students in finding their way around. Classrooms and common areas at the Gatehouse have a range of board displays, which provide appropriate educational, cultural and administrative information. There is also a range of useful noticeboards in the Windmill House reception area. Photographs of staff are displayed in both centres. However, classrooms are not always clearly signposted in the main stairwell at the Gatehouse.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☐	☐	
R8 Resources for teachers	☐	☒	☐	☒	
R9 Educational technology	☐	☒	☐	☐	
R10 Self-access facilities	☐	☒	☐	☐	☒
R11 Library/self-access guidance	☐	☒	☐	☐	☒
R12 Review and development	☐	☒	☐	☒	

Comments

R8 There is a stock of up-to-date supplementary materials and resources for teachers, which is accessible and organised by content. Facilities for the production and reproduction of materials are available. Subscriptions to online ELT resource sites mean that teachers have access to a large number of especially prepared worksheets and lesson plans. However, some teachers felt the development and storage of resources used on the adult course needed reviewing.

R12 Teachers are asked to provide feedback on the materials they use on an on-going basis and make recommendations for further acquisitions. Students are also asked to review the resources they have used in feedback questionnaires and tutorials. The decision to re-write the junior course used at the Windmill House centre was based on a systematic review of the previous course design and materials being used.

Resources and environment summary

The provision meets the section standard. The general environment of the centre supports the studies of students and the work of staff. There are sufficient and appropriate teaching and learning resources. Resources are reviewed and developed in a systematic way.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☐	
T2 ELT/TESOL teacher qualifications	☒	☐	☐	☒	
T3 Rationales for teachers	☐	☒	N/a	☒	☐
T4 Profile of academic manager(s)	☐	☒	☐	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments

T2 One teacher has a PGCE in primary education but was teaching adults, and another teacher did not have an ELT qualification which meets Scheme requirements.

T3 The rationales for the employment of these teachers was accepted within the context of this inspection. Both teachers had received some relevant training. The school had supported them appropriately.

T4 The academic manager had started early in 2017 and was contracted for four days a week. She was appropriately qualified and experienced.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☐	☐
T7 Timetabling	☐	☒	☐	☒	
T8 Cover for absent teachers	☐	☒	☐	☒	
T9 Continuous enrolment	☐	☒	☐	☒	☐
T10 Formalised support for teachers	☐	☒	☐	☒	☐
T11 Observation and monitoring	☐	☒	☐	☒	☐

Comments

T7 During peak periods, a zig-zag timetable is used effectively in both centres to optimise the use of classrooms available.
T8 Zig-zag timetables also increase the number of teachers who are able to cover in case of teacher absence.
T9 There are effective procedures for managing continuous enrolment. After new students have been tested they remain in temporary groups to commence study of the week's new topic. This avoids disruption of existing classes. Teachers use a range of techniques to help new students integrate academically and socially into the school.
T10 There are arrangements to ensure appropriate guidance and support for teachers, although more formal training sessions were not taking place during peak season. There had been some in-service training sessions earlier in the year. Teachers confirmed that members of the academic management team were always available to provide assistance and support as required.
T11 Spot checks take place when shorter observations are used to obtain a snapshot of the teaching at the school. Notes made by the academic manager were seen. Teachers reported they found any face-to-face discussion of their own teaching with the academic team to be very useful. The policy is to observe all teachers at least once a year and full lesson observation notes were seen for one or two of the current teachers, although others related mainly to the previous year. These notes also included suggestions for action planning to improve and develop teaching.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☒	☒	
T13 Review of course design	☐	☒	☒	☒	
T14 Course outlines and outcomes	☒	☐	☐	☒	
T15 Study and learning strategies	☐	☒	☐	☒	
T16 Linguistic benefit from UK	☐	☒	☐	☒	

Comments

T12 The main courses for both adult and junior centres are based on stated principles. As the average length of student stay is short, it is felt that a course design based around topics of particular relevance to the students provides an effective context for the practising of speaking and listening skills. This is regarded as one of the main aims for the majority of students. The junior course is designed to run for three weeks and themes, schemes of work and materials are prescribed at seven levels of proficiency. The adult programme adopts a similar topic approach to course design with suggested themes, functions, linguistic input and learning outcomes specified for each weekly topic. Although some suggestions for materials are given (including the use of coursebook sets) teachers are often required to find or create materials themselves.
T13 The school's policy is to review the design of courses as they are delivered. Teachers are asked to check with students whether the course is meeting their aims and needs during the weekly tutorials. As the adult course still represents work in progress, teachers are asked for their feedback on a regular basis.
T14 There was no evidence that written course outlines are available for students.
T15 Training in study and learning strategies happens informally during the course. In addition there is a weekly, multi-level Study Club when students are offered additional help with studying. Weekly tutorials also provide a platform for the development of individual learning plans and training in study skills. The exit tutorial highlights strategies and resources to help students continue learning after their course.
T16 Teachers are encouraged to use strategies that ensure that students can develop their language skills outside the classroom. There are homework tasks which require interaction with homestay hosts and monitoring the local use of English. Some teachers take students on study visits and link lesson content with the activities programme, whilst the Cultural Experience course mainly takes place outside the classroom.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☐	☒	☐
T18 Monitoring students' progress	☐	☒	☐	☒	
T19 Examination guidance	☐	☒	☐	☐	☐
T20 Assessment criteria	☐	☐	☐	☐	☒
T21 Academic reports	☐	☒	☒	☒	
T22 Information on UK education	☐	☒	☐	☐	☐

Comments

T17 Students sit a written test and take part in an oral interview to establish their language level within the Common European Framework of Reference levels (CEFR). The CEFR framework is used throughout the course to monitor progress. Although most students reported that this procedure was effective, the very limited number of written items tested undermines the test's reliability.

T18 The main procedure for monitoring and recording students' progress is a weekly tutorial when teachers provide general educational counselling and evaluate students' progress. This is recorded on the tutorial sheet which is retained by the teacher and follows the students through the school if they change class.

T21 End-of-course certificates are given to all departing students who have had good attendance. Course completion certificates contain the CEFR description of the level of proficiency achieved in all language skills and individualised notes on students' progress and achievement.

Classroom observation record

Number of teachers seen	16
Number of observations	16
Parts of programme(s) observed	All advertised programmes were observed.

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☒	☒	
T24 Appropriate content	☐	☒	☒	☒	
T25 Learning outcomes	☐	☒	☒	☒	
T26 Teaching techniques	☐	☒	☐	☒	
T27 Classroom management	☐	☒	☐	☒	
T28 Feedback to students	☐	☒	☐	☒	
T29 Evaluating student learning	☐	☒	☐	☒	
T30 Student engagement	☐	☒	☐	☒	

Comments

T23 Many teachers showed knowledge of the linguistic systems of English and skill in demonstrating this to students. They provided accurate and appropriate models of both spoken and written English.

T24 The content of the lessons was appropriate for the overall course objectives. Teachers knew their students very well and were sensitive to their learning needs.

T25 Lessons were well planned and learning outcomes were made known to students. There was a logical progression through the segments observed and teachers were careful to signpost the different phases of the lesson and course overall. Course coherence was underlined with references to previous lessons and future activities, and timing and pacing were appropriate.

T26 A range of appropriate teaching and learning techniques was used to achieve the course objectives. Most teachers promoted student engagement through elicitation, and the most successful teaching used techniques to

encourage student interaction and the personalised use of new language. Mingling, matching and information gap activities promoted a lively and dynamic atmosphere, particularly with the junior students. Nevertheless, some teachers relied too heavily on the use of definition to explore the meaning and use of new words.

T27 A range of resources was used to facilitate learning. Some whiteboard work was effective with layout and colour being used effectively to highlight linguistic systems. Technology was used appropriately and video and audio inputs provided learners with authentic examples of language use. Small pictures and cards promoted student interaction and interest. However, a greater use of print and online reference resources would have encouraged students to explore linguistic systems in more detail.

T28 Some effective correction of errors was noted, including prompted self and peer correction. Teachers regularly praised students' successful contributions. However, in general there was insufficient feedback on inaccurate pronunciation and a lack of the exploitation of student mistakes as a source of learning.

T29 Teachers used appropriate concept questions, linguistic exercises and revision to evaluate whether learning was taking pace. However, teachers did not always monitor whether students could use new language in contexts additional to the original teaching input.

T30 Teachers had engaging and authoritative classroom presences and there was usually a positive and good-humoured classroom atmosphere. Instructions were clear and checked. Many teachers effectively managed the grouping and re-grouping of students to promote interaction and learning. However, one or two segments were over directed by the teacher, when students could have contributed more. Some group work was less successful because students had been insufficiently prepared for the task. Some teachers failed to control their speaking speed or ensure that their language use was appropriate to the level of the students.

Classroom observation summary

The teaching observed met the requirements of the Scheme. Teaching ranged from from very good to unsatisfactory. Overall the teaching was good. Teachers displayed a good knowledge of English and presented appropriate models for students to follow. Lessons were planned to meet the needs of students and the course objectives and classroom activities were coherent and purposeful. Techniques were varied and appropriate, with a number of suitable resources being used to enhance learning. However, there was insufficient correction of mistakes to help students and to promote learning. Teachers had a good presence in the classroom and generally managed their classes well. The teaching observed met the requirements of the Scheme.

Teaching and learning summary

The provision meets the section standard. The teachers are qualified and courses are well designed to meet the needs of students. Students' progress is monitored and programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☒	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☒	☒	
W4 Dealing with abusive behaviour	☐	☒	☐	☒	
W5 Emergency contact number	☐	☒	N/a	☐	☐
W6 Transport and transfers	☐	☒	☒	☒	☐
W7 Advice	☐	☒	☐	☐	
W8 Medical and dental treatment	☐	☒	N/a	☐	

Comments

W1 All aspects of safety and security of students have been effectively addressed on both sites. These include fire drills, orientation of staff and students in the event of fire, a full record of routine checks and controlled entrances on both sites. Safety and security is the responsibility of the logistics manager. There is an appropriate number of first aid trained staff on both sites.

W2 All staff are made aware of the need for pastoral care for students. The administration manager and the logistics manager are responsible on a day-to-day basis. There are special arrangements for 16 and 17 year-olds on adult courses, including a separate handbook and induction, and a nominated mentor. There was evidence of close support provided to individual students. A room is available for religious observance.

W3 The administration manager and the logistics manager are the nominated people and they are identified to students at induction. Their photographs are displayed. The administration manager visits all classes weekly to remind students that she is available if they have any problems.

W4 There are appropriate policies and procedures for dealing with abusive behaviour and these are referred to in all the student handbooks. All staff complete online Prevent training, and posters in the school refer to core British values.

W6 The website and the student handbooks, which students receive on enrolment, provide clear information on travel between the point of entry to the UK and Totnes. Approximate costs are also indicated. All students are met by the homestay hosts at the designated point of arrival in Totnes. Transfers are well organised and students confirmed that arrangements are responsive to unforeseen circumstances.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school provides homestay and private home accommodation. For families with young children on the Play with English course, holiday cottages are also available.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☒	☐
W10 Accommodation inspected first	☐	☒	☐	☒	☐
W11 Accommodation re-inspected	☐	☒	☐	☐	☐
W12 Accommodation registers	☐	☒	☐	☒	☐
W13 Information in advance	☐	☒	☐	☐	☐
W14 Student feedback	☐	☒	☐	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☐	☐

Comments

W9 The three homestays visited provided appropriate facilities. All the hosts were welcoming and showed an interest in the foreign students they were hosting.

W10 All accommodation is inspected for safety and security. Hosts are helped to complete a risk assessment during the visit, which includes fire safety.

W12 The information on the homestay registers is up to date and accurate. The administrative manager was able to retrieve information easily.

W14 Students are asked on their first day about their accommodation, either individually or through their group leader.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☒	☒	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☒	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐

Comments

W17 The homestay handbook is very clearly laid out and provides detailed and useful information. Hosts also sign a contract which clearly states the requirements expected, and booking and cancellation arrangements. Relevant information is reiterated in individual confirmation of booking letters.

W19 Students of the same first language can request to be lodged together. There is an option for parents with an accompanying child aged six to 12 years to share the same home.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☐	☐	☐	☒
W23 Health	☐	☐	☐	☐	☒
Comments					

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☐	☐	☐
W25 Other accommodation	☐	☒	N/a	☒	☐
Comments					

W25 Parents with children on the Play with English course can rent holiday cottages through the school and these are monitored by the school.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	☐	☒	☒	☒	
W27 Leisure programmes	☐	☒	☒	☒	☐
W28 Health and safety	☐	☒	☐	☒	☐
W29 Responsible person	☐	☒	☐	☒	☒
Comments					

W26 Information about local activities and events is well displayed in the student lounge, and made available through social media. The school assists students to buy tickets for outside events and activities, and helps with the organisation of travel arrangements in the local area.
W27 The leisure programme is well organised and resourced. There are different programmes for over 18s, young adults (16 and 17 year-olds) and for juniors, and these are sufficiently varied to take account of longer-stay students. The school runs a number of different junior course options where activity programmes have a different emphasis, for example the English plus adventure programme with outdoor activities such as climbing skills and canoeing.
W28 Risk assessments are available for all activities and are reviewed as necessary. The activity leaders sign to say they have read the risk assessments before all activities and excursions. There is clear information on how to respond to situations where a student may be at risk.
W29 Professional coaches run any sporting activity requiring specialist training.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The school offers a safe and secure environment for both students and staff. Students' needs for pastoral care and information are well met. Accommodation systems are efficient and the accommodation provided is of an appropriate standard. The provision of leisure opportunities for both adults, young adults and juniors is well managed and meets a wide range of student needs. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☐	☒	☐
C2 Guidance and training	☐	☒	☒	☒	☐
C3 Publicity	☐	☒	☐	☐	☐

C4 Recruitment procedures	☒	☐	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☐	☒	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☒	☒	☐
C7 Accommodation	☐	☒	☐	☒	☐
C8 Contact arrangements	☐	☒	N/a	☐	☐

Comments

At the adult school there were 69 students under 18, including five 15 year-olds. There were 77 students on junior courses, 76 were 11 to 15 years old and there was one student on the Play with English course.

C1 There is a clear and comprehensive safeguarding policy in place, which includes all the required information and is regularly reviewed. (See C4).

C2 The designated safeguarding lead and the two designated safeguarding officers have specialist training. All staff complete advanced training online. Safeguarding awareness forms part of staff induction and is on the agenda of the weekly administration meeting. Homestay hosts receive a copy of the policy and further information is in the homestay handbook. The school's policy is that all hosts will complete online training. Currently certificates are held for about 45 per cent of hosts.

C4 Safer recruitment procedures are described in the safeguarding policy. However, the policy states that only the main carer in the homestay requires a suitability check. The records showed that not all resident adults in homestays had appropriate checks in place, and some records were incomplete for the main carer. Evidence was seen during the inspection that applications for outstanding security checks had been made, and missing information on the main carer was also supplied. All other staff have appropriate checks in place.

C5 There is good provision in place to ensure the safety and supervision of students in scheduled lessons and activities. 16 and 17 year-olds on adult courses have a separate induction. They sign in to school every day and wear wristbands. Their age is signalled to staff on registers, and any absences are followed up immediately. At the junior centre students are supervised at all times. There is a full programme of activities and registers are taken regularly. Any absences are followed up immediately. There were five students aged 15 attending classes at the adult centre who had booked a junior course but been moved to the adult school. A risk assessment was in place, they were supervised during breaks and all staff and other students had been informed of their ages. Two of the students had parents studying at the school, and all had a full programme of activities with junior students.

C6 Clear rules are in place for what students may do outside scheduled lessons and activities. There is a curfew time for 16 and 17 year-olds on adult courses, rules are clearly stated in the young adult handbook and covered at their separate induction. For under 16s, there is a sliding scale of curfew times, with under 14s not allowed out unaccompanied. All junior students are collected after evening activities by their homestay hosts. For junior students the rules are clearly set out in the junior handbook and covered at induction. The homestay handbook covers rules pertaining to all students under 18, and these are reiterated on the confirmation of booking letter. To ensure that rules are adhered to, the administration manager contacts a selection of homestays on a regular basis.

C7 The five 15 year-olds taking lessons at the main school had lunch in accordance with the junior programme schedule at the community college near Windmill House. There is a full-board option for 16 and 17 year-olds and lunch is brought into the main school.

Care of under 18s summary

The provision meets the section standard. The safeguarding policy is clear and staff are well trained. Sound procedures are in place to ensure the safety and security of students on school premises, on leisure activities and in unsupervised time. However, not all resident adults in homestays had suitability checks.