

Organisation name	English Language House, Milton Keynes
Inspection date	28–29 April 2016

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

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that the issues identified in W10 and W12 have been addressed.

Summary statement

The British Council inspected and accredited English Language House in April 2016. 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 and professional English for adults (16+) and under 18s, for closed groups of under 18s and adults (16+) and vacation courses for under 18s and adults (16+), in school premises and in-company.

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

Strengths were noted in the areas of academic management and teaching.

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

Organisation profile

Inspection history	Dates/details
First inspection	2008
Last full inspection	2012
Subsequent spot check (if applicable)	2014
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	EFL teacher training ESOL
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2000
Ownership	ELH Limited Company No: 3965199
Other accreditation/inspection	ISI

Premises profile

Address of main site	300 Saxon Gate West, Central Milton Keynes MK9 2ES
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	<p>The school is on the first floor of a church building in the centre of Milton Keynes. Within the building there is a shop, a coffee bar and various other offices.</p> <p>English Language House (ELH) has exclusive use of the whole top floor of one side of the church and has seven permanent rooms. There are four classrooms, an office, a staff room and a small student room. Other rooms in the building are sometimes rented for use with larger classes.</p>

Student profile

Student profile	At inspection	In peak week: March (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	4	10
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	45	60
Part-time ELT aged 16–17 years	0	5
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	49	75
Minimum age	14	Under 14 for closed groups
Typical age range	19–48	19–55
Typical length of stay	5–20 weeks	5–20 weeks
Predominant nationalities	Spanish, Japanese	Spanish, Japanese
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	3	8

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	12
Number teaching ELT under 10 hours/week	1	
Number teaching ELT 10–19 hours/week	2	
Number teaching ELT 20 hours and over/week	1	
Total number of administrative/ancillary staff	2	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Certificate-level ELT/TESOL qualification (TEFLI)	2
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	N/a
Total	4

These figures include the academic manager(s)

Comments
None.

Course profile

Eligible activities	Year round		Vacation		In-company	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" 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
The school offers a wide range of courses with attendance from one to 18 lessons a week depending on a student's selected programme. Daytime winter classes are usually two lessons long where each double lesson is one hour and 45 minutes. Summer daytime classes are mostly for three 60-minute lessons. Evening classes are two 60-minute lessons. Holiday courses with a similar range of classes as in the academic year are offered in July and August with the option of extra projects, trips and social activities. Holiday courses are also offered to young learners aged from 14 to 17. Students can combine more than one course to build up an individual programme of study which is modular in nature. Full-time students combine courses to a minimum of 15 hours per week. The various courses run according to demand and not all run at the same time, or, indeed, at all, where demand is low or non-existent.

Occasionally 16 and 17 year-olds are enrolled on adult courses.

General English courses for adults take place in the mornings, afternoons and evenings. They are offered at nine levels from beginners to post proficiency. Included in general English are classes focusing on preparation for external general English examinations and IELTS, language skills, conversation, pronunciation and English literature. Business English courses are also offered. Students who wish to work independently can take tutorial courses where they meet a teacher once a week for a minimum of five weeks and are given a relevant tutorial pack after each tutorial to work on over the coming week. The work is discussed with the teacher at the next weekly tutorial.

One-to-one classes are offered. Courses for two to four students are also run on request.

English as an additional language (EAL) courses are offered to school pupils whose first language is not English and who therefore need extra support to help them with the UK curriculum. These courses can take place off site in the pupils' school, or in ELH.

Corporate courses are for individuals or company groups. The courses are tailor-made to meet the needs of the clients.

Classes running on the school premises on the inspection days were general English at elementary and intermediate levels, and IELTS. There was also a corporate course running; this was an in-company one-to-one general English class.

Other classes running on the other days of the inspection week were general English at advanced level, pronunciation, elementary and intermediate grammar and elementary and intermediate writing skills.

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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
Arranged by student/family/guardian		
Staying with own family	13	0
Staying in privately rented rooms/flats	36	N/a
Overall totals adults/under 18s	49	0
Overall total adults + under 18s	49	

Introduction

The school was founded by the current principal in 2000. Since 2014 the school has been able to use two additional classrooms in the church building and currently has no need for extra premises.

The director of studies (DoS), who had both academic and administrative duties, left the school in October 2014 and early in 2015 the acting DoS was promoted to the newly created post of academic manager. The role of academic manager is to concentrate solely on teaching and learning and he is based in the teachers' staff room. Administrative work is carried out by additional staff in the office.

About 60 per cent of the students live locally and have family and friends in the area. Many of them are working or studying at nearby universities and colleges. There are fewer Tier 4 sponsored students attending the school than at the time of the last spot inspection in 2014.

The inspection took place over one and a half days. The inspectors met together or separately: the director, the academic manager, the director of administration and the assistant to the director of administration. Focus groups were held with teachers and students and all teachers were observed. One inspector visited one homestay, which was not being used at the time of the inspection.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The structure is clear and understood by all staff. Reporting lines are shown on the organogram and continuity of the structure is ensured as there are experienced staff to deputise when necessary.

M3 Detailed and relevant job descriptions are in place for all staff except for the director, who is the designated safeguarding lead. An appropriate job description for her was produced during the inspection.

M4 Communication works very well at the informal level and staff commented positively on the availability of the directors. Electronic devices are used effectively, especially when there is a need for the immediate communication of information. There are regular formal staff meetings held every five weeks. The agenda is shared before the meeting and staff have the opportunity to suggest additional items to be discussed. These meetings are minuted.

M8 New employees have a probationary period of four months where performance is reviewed regularly. All staff have an annual review with the focus on self evaluation and setting future targets. Teachers are observed twice a year. In the case of unsatisfactory performance staff are initially well supported, but if this support does not lead to improvement, the school disciplinary procedures come into force.

M9 All staff have the opportunity to benefit from continuing professional development (CPD). Administrative staff attend CPD events e.g. training in first aid, fire marshall duties, safeguarding and Prevent. Training has also been provided for use of the new database. Relevant in-house teacher workshops are held regularly. Generous financial support is available for administrative staff and teachers who wish to upgrade their qualifications or attend external events.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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Comments

M10 The director of administration and her assistant carry out their duties efficiently. Student feedback forms indicated that they found the staff helpful and courteous. The school director, who is based in the school office, also undertakes many of the administrative duties and assists students when necessary.

M11 The experienced director of administration is able to give students, who come into the school or enquire by email, an overview of the courses offered and advice as to the most suitable course for them. Students wishing to combine courses receive personal attention to ensure that the programme constructed meets their needs.

M13 Local and next of kin/emergency contact details are collected during the enrolment process. Electronic and paper records are kept and key members of staff can access this information remotely. On the forms students are asked to state their relationship with the next of kin and whether that person speaks English. However, the form does not distinguish between students who are living locally with family and friends in the area and those who are coming from overseas, with the result that occasionally inappropriate contact details are given.

M14 The attendance and punctuality policy is clear and students have information in the new student welcome pack and at induction. Teachers, the academic manager and the director of administration work closely together to ensure that any absences are followed up. Students are encouraged to fill in an absence form to explain an absence or inform their teacher of a future planned absence. If attendance or punctuality are not satisfactory there are procedures; initially to investigate the reason for persistent absence and poor punctuality and then to warn and finally sanction the student.

M15 The information concerning conditions and procedures under which a student may be asked to leave the course is provided in a piecemeal fashion in different documents. Information can be found in the terms and conditions, in the student classroom reference folder, in the student code of conduct and in the anti-bullying and harassment statement. It is not always made clear what behaviour may lead to expulsion. Some of the language used is not accessible to students who do not have an advanced level of English.

Quality assurance

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

Comments

M17 An annual school review is produced based on student and staff feedback. The review is discussed at staff meetings and any action taken is recorded in the meeting minutes.

M18 Student feedback is obtained initially and at five week intervals thereafter. Once the feedback has been collated and analysed it is discussed at staff meetings and action taken is recorded in the meeting minutes.

M20 The complaints policy is displayed on the classroom noticeboards; however, it contains some language which is not accessible to students at lower levels. A complaints log is kept and action taken is recorded.

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 checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

M29 Accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments					
<p>As most of the students live locally and come into the school for information the main publicity is a series of printed leaflets describing each course. There is a website, but this is not the main medium of publicity. The school also publicises itself through social media and other EFL websites.</p> <p>M21 The publicity is mostly accurate and accessible to non-native speakers. However, there are a few typographical errors on the website and in the printed leaflets and there is some language which is difficult for EFL students to understand.</p> <p>M22 Generally the information is accurate and gives rise to realistic expectations. However, there are some pictures that are not captioned.</p> <p>M23 Course descriptions, which give detailed information about course objectives and levels, are given on the printed leaflets or on the website.</p> <p>M24 All the information required by this criterion is provided except that the minimum age is not stated consistently across the range of publicity. Although 16 and 17 year-olds can be enrolled on adult courses, the minimum age of 16 is not made clear on the website and is not mentioned in the printed publicity. The minimum age for the holiday courses for young learners is given imprecisely on the website as 'mostly 14–17 year-olds', and is not mentioned in the printed publicity.</p> <p>M25 Most costs are included in the publicity, but approximate costs for the leisure programme and examinations are not included.</p> <p>M28 Most descriptions of staff qualifications and experience are accurate in the ELH publicity, but there is one reference to teachers who 'are very well qualified.' An external website used by the school refers to teachers as 'highly qualified professionals' and states that 'the ELH teachers are the best in their field and cannot be matched by any other school in the Milton Keynes area.' The former statement is inaccurate and the latter cannot be substantiated.</p> <p>M29 The Accreditation Scheme marque is used correctly on the website, but is not correct on most of the printed leaflets where the marque is used to claim accreditation for courses which are not covered by accreditation.</p>					

Management summary

The provision meets the section standard. Staff management is generally effective; however, at the beginning of the inspection a job description for the director, who is the designated safeguarding lead, was not in place, but action was taken to rectify this. The procedures for staff monitoring and continuing professional development are good. Student administration is carried out efficiently and is sensitive and responsive to students' particular needs. Most of the quality assurance procedures are sound and the views of students and staff are sought effectively and inform the work of the school. The management systems work to the benefit of the students. There are, however, some weaknesses in the publicity. The Accreditation Scheme marque is used incorrectly in the printed publicity where accreditation is claimed for courses which are not eligible for accreditation. There is a need for improvement in *Publicity*.

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 checked="" 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 Three of the classrooms can take the maximum class size of 12 and a smaller one is available for one-to-one classes and small groups. Since the last inspection in 2012 the seminar chairs have been replaced by tables which ensure that students can see, hear and write in comfort.

R4 Since the last inspection in 2012 students have been allocated a small student room with a laptop and a small desk. More desks are available if needed. Students can make their own hot drinks. Cups, coffee and tea are available in the student room. Near the school there are several cafés, snack bars and shops providing food at reasonable prices.

R6 The teachers' staffroom is adequate in size for the number of teachers and if more teachers were to be employed there would still be sufficient space as most teachers work part-time and are present for different shifts throughout the day. A computer, a photocopier and most of the resources for students and teachers are in the staffroom. There is a separate area for making hot drinks. Teachers reported that they were satisfied with the facilities.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 Most of the general English and examination preparation classes follow a coursebook. Class sets of the coursebook are taken into the classroom and returned to the teacher at the end of each lesson. If they wish, students can borrow a coursebook on payment of a refundable deposit or they may choose to buy one. Graded readers can also be borrowed. In the student room there are workbooks and examination practice books which students can use while they are in school.

R8 There is a wide range of appropriate teaching resources, which teachers said was more than sufficient. These include a good stock of dictionaries, flash cards and realia. The resources are very well organised and maintained. In addition to the class sets of coursebooks there is a bank of supplementary resources, and materials for the skills and special focus classes. There are also sets of photocopiable materials which have been laminated. There is a photocopier in the staffroom.

R9 Cassette players and CD players are in the classrooms and TVs with video and CD players are available. There are two projectors which can be connected to a laptop for internet access.

R10 There is no dedicated area for quiet study or self-access work. However, students can use the student room or an empty classroom if they wish to.

R12 When reviewing teaching and learning resources the academic manager takes into account staff and student feedback and the findings are discussed at staff meetings and included in the annual school review.

Resources and environment summary

The provision meets the section standard. The premises and the learning and teaching resources enhance the studies of students enrolled and the wide range of resources for teachers is very well maintained. Staff work in a professional environment.

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 checked="" 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 type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T2 The director, who is a teacher trainer with 18 years' TEFL experience, has a diploma-level qualification.

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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T8 Cover arrangements work well. There is a rota which ensures that members of staff know when they can be called upon to cover. The academic manager and the director are also available.

T9 There is an arrangement whereby at enrolment before joining their class, students are shown the coursebook which they can borrow on payment of a deposit. The teacher gives new students a copy of the weekly plan. There is mention of continuous enrolment in the teachers' handbook and some advice is given, but this advice is rather general and lacks specific practical strategies.

T10 There is a CPD policy in place. Teachers are given detailed and very helpful guidance in the teachers' handbook. In-house CPD workshops are held and are often led by requests from teachers or based on issues arising from recent lesson observations. Financial support has been given to teachers who want to upgrade their TEFL qualifications. There is an effective peer observation scheme in operation. The academic manager is available to support teachers with individual teaching problems and a good stock of methodology books is available.

T11 Teachers' performance is monitored through the analysis of student feedback questionnaires, observation and the annual review. New teachers are observed twice during the probationary period. Observations for established teachers are carried out at least twice a year and more often when necessary or requested. Annual reviews are based on the teachers' self evaluation and requests for future training. In the case of unsatisfactory teaching, teachers are initially well supported. The school has a disciplinary procedure which could be used if a teacher's performance was persistently poor.

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

Comments

T12 The ELH study year is divided into ten five-week terms. General English course design is essentially coursebook driven. All courses have a detailed course outline. The course outline provides teachers with a syllabus for the whole year and gives information about teaching points and supplementary resources. The syllabus is designed to underpin learning and teachers are encouraged to adapt the content and materials to meet the needs of their students. Teachers develop a termly class programme based on the syllabus.

T13 There is space on the syllabus for teachers to comment on what worked or did not work well and to make suggestions for changes or additional materials. The inspectors saw additional materials which had been created as a result of this process. The academic manager also analyses staff and student feedback with regard to the development of the syllabuses.

T14 Students are given a copy of the termly course programme, and the class description, which is a summary of the areas covered in the class, is also available to students.

T15 Students are given a classroom folder for organising handouts and homework. There is a more than adequate supply of dictionaries for classroom use. Teachers are encouraged to help students take responsibility for their own learning, but study and learning strategies are not systematically included in the syllabuses.

T16 Although teachers occasionally arrange off-site projects, strategies to ensure that students can develop their language skills outside the classroom are not systematically included in the syllabuses.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T17 Students complete a written multiple choice assessment test and students at the higher levels are asked to submit some free writing. All students are given an oral interview and before placement students complete a needs analysis. Some students have an online interview before they arrive. Students are usually correctly placed.

T18 Homework is set everyday and regular tests are given every five weeks. Marks are recorded in course files.

T19 In order to place students correctly in an appropriate examination class they are given a 'hurdle' test and advised which examination course to take.

T21 Teachers test, assess and report termly. At the end of each term of five weeks all students are given a detailed progress report and can also request a certificate of attendance.

Classroom observation record

Number of teachers seen	3
Number of observations	7
Parts of programme(s) observed	General English at elementary and intermediate levels and an IELTS class.

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers presented accurate oral and written models of the language showing a sound knowledge of grammar, lexis and the phonological system. They gave clear answers to students' questions about language.

T24 All lessons were planned with care and were appropriate to the needs of students and course objectives. The topics chosen were appropriate and of interest to the students.

T25 The lesson plans focused on teacher aims rather than on clearly identified learning outcomes and teachers did not share the aims or outcomes with the students. However, the lessons showed thematic coherence and clear progression from easier to more complex tasks based on the lesson topic. Useful supplementary materials were used to support the coursebook.

T26 A range of techniques was seen. Nomination was well used and there was effective elicitation of ideas and language. There were some good examples of vocabulary presentation and practice, with check and concept questions being used, but there were a few instances of less effective strategies for presenting new vocabulary.

T27 Generally teachers managed the classroom environment competently. Handouts and worksheets, some of which were teacher-prepared, contained relevant activities and tasks. Teachers adapted the coursebook well to suit the needs of the students and to make the lessons more interesting. In most lesson segments there were clear instructions and checking of students' understanding, but there were a few occasions when students' understanding of instructions was not checked. Information on the whiteboards was not always well organised or presented clearly.

T28 Teachers monitored students' language during pair and groupwork. Error correction was dealt with effectively with teachers encouraging self and peer correction. There was work on pronunciation through choral and individual drilling.

T29 Teachers included freer practice activities in their lessons to see how well the students could use the new language.

T30 All lessons were conducted at a good pace. Students were fully engaged, participating in pair and groupwork enthusiastically. Teachers gave students opportunities for personalisation whenever possible and appropriate. There was a positive learning atmosphere in all lessons and a good rapport between students and teachers. Language was carefully adapted to meet the requirements of students at all levels. The inspectors received positive feedback from the students about their teachers and their lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a high standard overall, ranging from good to very good with the majority being very good. Teachers showed a sound knowledge of the systems of English. Lessons were well planned and teachers managed their classes and the resources well. A range of useful techniques was seen and good use was made of elicitation, nomination, controlled oral practice and correction techniques. Teachers adapted their language to the level of their students and there was a positive learning atmosphere in all lesson segments. *Teaching* is an area of strength.

Teaching and learning summary

The provision meets the section standard. Teachers have appropriate qualifications and academic management is effective. Teachers are carefully monitored and well supported. Overall programmes of learning are satisfactorily managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Academic management* 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	

Comments

W1 The safety and security of students is generally well catered for and the students commented positively on the support they received from both teaching and administrative staff. As the school is in a public building it benefits from an attended front reception desk and some CCTV coverage. There is a premises risk assessment which covers the areas of most importance to the age and background of the current student body but there are no systems in place to monitor the arrival and departure of students under the age of 18, for example, signing in and out. The church staff are responsible for the full evacuation fire drills and the checking of fire alarm systems and equipment. The records held by the school showed that a full fire drill had been conducted in January 2016 and the records for the weekly checking of the fire alarm were in evidence until the end of January. There were no records available from February to the time of the inspection in May.

W2 The pastoral care is appropriate for the young adult students who have their own lives and their own support systems outside the school.

W4 There are policies and procedures to cover abusive behaviour and bullying and the school staff have already completed training to address their responsibilities relating to the Prevent strategy.

W6 The majority of students do not require these services as they are already in the local community but the school does provide helpful travel information and some useful web links on the school website.

W7 Key student information is covered in the student welcome folder and is presented in clear accessible language. More detailed and comprehensive information is available in a special reference folder; a copy is available in each classroom. Students can win a small prize if they complete a quiz sheet, the answers to which can be found in the special reference folder.

Accommodation profile

Comments on the accommodation seen by the inspectors

There were no students staying in accommodation arranged by the school at the time of the inspection. The school currently has three hosts on the register who have been used very occasionally in the previous two years. The large majority of students make their own arrangements. One inspector visited one of the 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 One homestay was visited and the accommodation met Scheme requirements. It was clean and comfortable and the hosts clearly provided a warm and hospitable welcome to their student guests.

W10 Accommodation is inspected before being allocated to students. Although the host did have a Gas Safe certificate, and gave a copy to the school on the day the inspector visited, the accommodation visitor was unaware that fire risk assessments and a Gas Safe certificate are required so this criterion is not met.

W11 Homestay accommodation is used so rarely that it is not routinely inspected every two years and if it has not been inspected within two years it is always inspected before being reused.

W12 The records are currently held in paper copy form and there were no records of fire risk assessments and annual Gas Safe certificates. The school plans to move all the records on to a new electronic system which should support the maintenance and monitoring of accurate records.

W13 Confirmation information is sent to students but does not always include the approximate time and cost of travel between the accommodation and the teaching premises.

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 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 Hosts are made aware in writing of the rules and terms and conditions applied by the provider.

Accommodation: residential

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

Comments

None.

Accommodation: other

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

Comments

W24 The classroom special reference folder contains very helpful guidance on what information should be checked when arranging rented accommodation.

W25 No other accommodation is recommended by the school.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Information about any activities offered by the school are available on the school webpage and via notices posted in the school.

W27 The programme is limited to occasional excursions to London and Oxford and small events in school. These may mark a particular occasion, for example pancake day, or can be a coffee morning.

W28 Risk assessments are in place for different activities, including excursions to Oxford and London. Guidance on how to respond in an emergency situation are not included.

W29 The director is largely responsible for organising and accompanying any students on leisure activities and enjoys the opportunity to spend time with the students.

Welfare and student services summary

The provision meets the section standard. The security arrangements and pastoral care provided are appropriate to the current student body. The leisure activities available are quite modest but are tailored to the requirements of the students who are living independently in the local community. The homestay accommodation visited was suitable but procedures for inspecting homes need to be reviewed to ensure that all aspects are checked.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
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Comments

The majority of students are over 18 years of age and at peak the school has up to ten under 18s. Most of these are 16 and 17 year olds. At the time of the inspection there were no students under 18.

C1 There is a clear policy that covers the key areas with one exception. The nominated child protection officer's responsibilities were not in her job description at the outset of the inspection. This was rectified by the end of the inspection. There are code of conduct documents for staff and students and safer recruitment is practised in line with the school recruitment policy.

C2 All staff in the school have been trained. Homestay accommodation is not currently used for students under 18 so hosts have not been included in the training.

C3 The website contains some information about safeguarding but publicity does not have a statement of pastoral care with details of supervision outside class time. Some draft text was produced during the inspection.

C5 Two students under 16 were taught separately in a 2:1 class in 2015 to ensure they were not mixed with older students.

C6 In previous years students under 18 have done afternoon activities in a classroom when this was part of the programme and they have been supervised by ELH staff at break and lunch times.

C7 To date no homestay has been provided by the school to students under 18. These students have stayed with their own families and attended class in the mornings only.

Care of under 18s summary

The provision meets the section standard. There are safeguarding systems and procedures in place. The nominated child protection officer's responsibilities were not in her job description at the outset of the inspection, but this was rectified by the end of the inspection. During the inspection some draft text for publicity information with regard to the care and support given to students outside class time was produced.

