BRITISH COUNCIL

Organisation name	Eurocentres London Central
Inspection date	7-8 October 2014

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.

Publishable statement

The British Council inspected and accredited Eurocentres London Central in October 2014. 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+).

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching, care of students, leisure opportunities, care of under-18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	1984
Last full inspection	November 2012
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related schools / centres /affiliates	Eurocentres UK operates five accredited schools in the UK (including this one). There are affiliates teaching English in Australia, Canada, Ireland, Malta, New Zealand, South Africa, and USA.
Other related non-accredited activities (in brief) at this centre	Plans to start offering a business foundation programme from January 2015 (branded as 'UNICENTRES')

Private Sector

Date of foundation	As Eurocentres 1970
Ownership	Eurocentres UK - a company limited by guarantee (Registered Charity Number 284016)
Other accreditation/inspection	ISI EAQUALS

Premises profile

Address of main site	56 Eccleston Square, London SW1V 1PH
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
For inspectors' use: profile of sites visited	The school is located in three interlinked 19th century terraced houses overlooking a quiet square to which it has garden access; it is ten minutes on foot from Victoria station. The building is owned by Eurocentres, and has recently been refurbished to a very high standard. There are four floors and a lower ground floor. In all 17 classrooms are available, with a cafeteria on the lower ground floor and a staffroom on the fourth floor. Offices for the customer services team are based around the reception on the ground floor, with the centre manager and academic manager having offices adjacent to the staffroom. Other offices in the building are used by Eurocentres UK headquarters managers and staff.

Student profile	At inspection	In peak week: July (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
Total ELT/ESOL student numbers (FT + PT)	133	168
Full-time ELT (15+ hours per week) 18 years and over	124	141
Full-time ELT (15+ hours per week) aged 16-17 years	9	27
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16-17 years	0	0
Part-time ELT aged under 16 years	0	0
Minimum age (including closed group or vacation)	16	16
Typical age range	16-66	16-58
Typical length of stay	12 weeks	4 weeks
Predominant nationalities	Brazilian, Swiss, Korean	Brazilian, S Korean, Italian, Swiss, Turkish
Number on PBS Tier 4 General student visas	3	4

Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	86	92
Number on child visitor visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	12	15
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10-19 hours/week	2	
Number teaching ELT 20 hours and over/week	10	
Total number of administrative/ancillary staff	4	

Academic staff qualifications to teach ELT/TESOL

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	7
Certificate-level ELT/TESOL qualification (TEFLI)	5
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	
Total	12

These figures   exclude   the academic manager(s)

Comments
None.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults (18+)	☒	☒	☐	☐	☐	☐
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
Students aged 16 and 17 are integrated on courses with students aged 18+. Students follow a morning programme of 20 lessons x 50 minutes per week. Most students follow a general English programme during this time, but at the time of the inspection two IELTS morning classes were being run. Students can supplement the morning programme with one or two afternoon modules per week, each of five lessons. Afternoon modules focus on examination preparation, business English, or further general English. Some students follow one-to-one programmes in the afternoon, and occasionally (as at the time of the inspection) a student may enrol for a full one-to-one programme.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	27	6
Private home		
Home tuition		
Residential	14	
Hotel/guesthouse		
Independent self-catering e.g. flats, bedsits, student houses	43	
Arranged by student/family/guardian		
Staying with own family	10	3
Student's own arrangements	30	

Introduction

The Eurocentres school in London Central is part of an international network of schools, some of which are directly owned by Eurocentres and some of which are operated on a franchise basis. In the UK there are five Eurocentres schools (all directly owned) with a UK headquarters based in the same premises as this school. As well as providing strategic management of the UK schools, the headquarters team is also responsible for sales and marketing, enrolments, quality assurance, and academic development.

The inspection of this school was part of a programme of inspections of all the UK Eurocentres within a single month, agreed between the Accreditation Unit and the Eurocentres UK senior management. All five inspections, and a preceding one-day visit to the UK headquarters, were carried out by the same team of inspectors. In order to enable this approach to the inspection of the five schools to be implemented, the re-inspection of this school was brought forward by two years, the previous re-inspection having taken place in 2012.

A notable feature of the operation of the school is the use made of *my.Eurocentres*, an internet portal where students receive individualised information about their course and progress, tailored supplementary/remedial material for self access, and information about school policies, together with general welfare guidance and information about local facilities. This is available both online and as an app for smartphones and tablets.

This inspection lasted one and half days. During this time the inspectors, together or individually, met the centre manager (who is also the centre manager of the London Eltham school), the client services manager, the academic manager, the accommodation/welfare officer (who also looks after accommodation for the London Eltham school), the premises manager/fire officer, and the social programme organiser. Meetings were held with two separate groups of students (one group of under 18s and one group of over 18s), and with the teachers. One inspector visited three homestays and a student residence.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☒	☒	☐
M3 Duties specified	☐	☒	N/a	☒	
M4 Communication channels	☐	☒	☒	☒	☐

Criteria	Not met	Met	Strength	See comments	N/a
M5 Human resources policies	☐	☒	☒	☒	
M6 Qualifications verified	☐	☒	N/a	☐	☐
M7 Induction procedures	☐	☒	☒	☒	
M8 Monitoring staff performance	☐	☒	☒	☒	
M9 Professional development	☐	☒	☒	☒	

Comments

M2 As noted in the introduction, strategic management and a number of support functions are provided by the UK headquarters team. At school level, day-to-day operations are handled by the centre manager, the academic manager, and the client services manager. There was clear evidence of continuity planning.

M3 Comprehensive job descriptions are in place for all postholders.

M4 There are excellent channels of communication between the headquarters and the schools, with regular scheduled meetings involving the local managers from all schools. These also serve to bring the managers from individual schools together with their counterparts from other schools to share information and best practice. Communication within the school is equally strong, based on regular minuted meetings and easy informal contact facilitated by the location of the offices of the school managers.

M5 There are comprehensive and transparent human resources policies in place, which are set out in an accessible staff handbook. Staff commented that they feel valued and well supported.

M7 There are extremely thorough induction procedures in place. These are comprehensively documented and there was evidence that they were implemented effectively.

M8 There is a robust and supportive appraisal procedure in place for all staff which sets targets, seeks to identify areas for improvement as well as achievements, and links back into continuing professional development (CPD).

M9 There is a structured and systematic CPD framework in place across the organisation. This also allows flexibility to address local and individual needs. Two teachers had been sponsored to follow Diploma courses in the last academic year, and two more were scheduled to start courses in January 2015. For both tutorial and non-tutorial staff a significant recent focus of the CPD programme had been on child safeguarding.

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 Student records	☐	☒	☒	☒	
M14 Student attendance policy	☐	☒	☒	☒	
M15 Conditions and procedures	☐	☒	☐	☒	

Comments

M10 Additional staff are available at peak times, and students commented that they found staff invariably helpful and approachable. This was confirmed by an examination of student feedback.

M11 A 'consultation hotline', staffed by enrolment officers at headquarters, offers assistance and advice in eight languages. Email enquiries are answered promptly.

M12 The head of enrolment services at UK headquarters heads a team of two enrolment supervisors and six enrolment officers. The Zurich enrolment team deals with direct bookings from Switzerland. Walk-ins at the school are processed by the headquarters team on the basis of information collected by the local client services staff.

M13 Contact details for next of kin and students' local addresses are collected as part of the first-day induction and the latter are transferred to a database accessible, if necessary, to relevant staff in other UK Eurocentres schools (see W5). A formal check is undertaken each quarter to ensure that details are up to date.

M14 A comprehensive student attendance policy is in place across all Eurocentres schools. This is explained at induction, and is available on *my.Eurocentres* (see introduction). Students at the focus group were well aware of the requirements. Attendance is closely monitored and evidence was seen of systematic follow up.

M15 At the time of the inspection only a very brief extract from the organisation's terms and conditions was available on *my.Eurocentres* to give information in this area. Subsequently much fuller guidance and information has been posted. However, even this is couched in language which may not be immediately accessible to many students.

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	☐	☒	☐	☒	☐

Comments

M17 There is a culture of constant review and development in the organisation. This is supported by a comprehensive quality assurance cycle involving internal audits, reflection, analysis, and meetings at both school and organisation level. A set of internal quality standards has been developed covering all aspects of the operation.
M18 Student feedback is collected both initially and at the end of a course and is thoroughly analysed. Benchmarking requirements for areas surveyed are set in terms of the proportion of participants responding "Excellent" or "Good".
M19 Feedback from staff is an integral part of the quality assurance cycle outlined above (M17) and is collected regularly.
M20 A 'Summary of Complaints and Welfare Policy UK Schools' is posted on *my.Eurocentres* preceded by 'Eurocentres Complaints and Liability Policy'. This is a daunting document, not easily accessible for many students, and the actual process to be followed in making and dealing with a complaint is only set out some way into the text.

Publicity

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

Comments

Publicity is produced centrally in the Zurich office and consists of a website, a downloadable and printed brochure giving information about Eurocentres schools world wide, Facebook, Twitter, YouTube, Google+ and Instagram. Translations are available in eight languages.
M21 The layout of the website and brochure is clear. There are occasional unnecessary complexities of vocabulary (*the vagaries of the language*) and usages which may not be understood internationally (*the islanders* to refer to people who live in Britain).
M23 Information is presented in a clear and consistent manner across courses, which allows easy comparisons to be made.
M24 Publicity states the number of 50-minute lessons per week but not the number of taught hours. Publicity states that the minimum age for enrolments is 16. However, under strictly-specified conditions 15-year olds may occasionally be accepted in closed groups. A detailed flow chart has been produced to ensure compliance with this requirement.
M26 There are occasional references to 'host families' instead of homestays.

Management summary

Provision meets the section standard and exceeds it in several areas. The management of the school operates to the benefit of its students and in accordance with its publicity. *Staff management, Student administration*, and *Quality assurance* are areas 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 facilities	☐	☒	☐	☒	☐
R5 Signage and display	☐	☒	☒	☒	☐
R6 Staff room(s)	☐	☒	☒	☒	☐

Comments

R1 All classrooms are spacious in relation to the maximum group size. A lift gives access to the upper floors, and to the lower ground floor. A comfortable student lounge is available. Managers have good-sized offices and the reception area is spacious.

R2 The premises have been recently refurbished and are in excellent condition throughout. They are spotlessly clean and tastefully furnished, and are decorated in line with the organisation's minimalist aesthetic.

R3 All classrooms have good natural light, and are well heated/ventilated with modern furniture allowing flexibility of layout.

R4 The student lounge area has comfortable seating, access to the internet through Wi-Fi and fixed computers, and a small café. Feedback from students indicated some dissatisfaction with this in terms of the slowness of the service, particularly at coffee time, and the limited range of food/snacks available.

R5 Signage and display is excellent. It is discreet, in line with the school design, but extremely effective.

R6 Teachers have a spacious staff room with comfortable seating, and workplaces for all, close to the teaching resources. There are separate study and relaxation areas, the latter also available for use by non-tutorial staff.

Learning resources

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

Comments

R7 A wide range of up-to-date materials of all types is available – course books, supplementary materials, in-house materials (many shared across all UK schools), photocopiable materials, and digital resources. A significant aspect is the amount of custom-made material to respond to students' needs and learning styles.

R8 Teachers have access to a wide range of material shared digitally among colleagues in this school and across the organisation. There is easy access to photocopying and to printing facilities for self-produced worksheets etc. Resource books are available, and the school subscribes to a number of journals and teacher magazines. There is a clear system to identify materials which may and may not be used at different points in the courses to avoid the possibility of duplication or repetition.

R9 Six classrooms are fitted with interactive whiteboards (IWBs) and a media trolley enabling a laptop with data projector to be used in any classroom is about to enter service. There is a computer room with 17 desktop machines. The whole building is enabled for Wi-Fi. All this equipment is new and maintained to a very high standard. Systematic training is provided for teachers in the use of the IWBs.

R10 A small 'study lounge' is available where a range of self-study material can be used and graded readers and DVDs can be borrowed. Most self-access material, however, is available online through *my.Eurocentres*, and so can be accessed at any time.

R11 At induction students are introduced to the study lounge and it is staffed by a teacher at fixed times every day except Friday. Personal guidance and support is provided. *My.Eurocentres* is introduced at induction and teachers ensure that students make use of it by setting homework tasks based on material on it. An introductory video is available on YouTube.

R12 There is a continuous review of resources based on systematic feedback from students and teachers.

Resources and environment summary

Provision meets the section standard and exceeds it in both areas. The building is decorated and furnished to a very high standard. It offers a comfortable and highly professional working environment to students and to staff. *Premises and facilities* is an area of strength. *Learning resources* is also an area of strength. Students and teachers are provided with a wealth of material to support and enhance their studies and their work.

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

T1 Rationales were presented for two teachers without Level 6 qualifications. These were accepted in the context of this inspection on the basis of relevant teaching experience and engagement with post-school learning.
T2 All teachers working at the time of the inspection had qualifications meeting Scheme requirements. The majority were TEFLQ and those who were TEFLI had substantial experience. A number of teachers had, or were studying for, Master's level awards in TEFL.
T4 The academic manager is TEFLQ with substantial experience of academic management. He is studying for a Master's level award in TEFL. He is supported by a team of 'DELTA +' (senior) teachers, who are all TEFLQ.

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 Support for teachers	☐	☒	☒	☒	☐
T11 Observation and monitoring	☐	☒	☒	☒	☐

Comments

T9 Each week's work is designed as a self-contained block, reflecting the needs and interests of the students in the group. On arrival students can see the week's programme for their class in their room, and are directed to an individualised study plan on *my.Eurocentres* based on their placement test results.
T10 A wide range of structured CPD opportunities is available to teachers, linked to observation and student feedback. Peer observation and team teaching is encouraged and supported. Teachers are actively involved in CPD sessions as facilitators/leaders.
T11 Scheduled evaluative observations are carried out regularly by well-qualified and experienced members of the academic management team. Unannounced drop-in observations also take place. Teachers reported appreciation of the observation process and the feedback they received, which is used in the annual appraisal.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☒	☒	
T13 Review of course design	☐	☒	☒	☒	

Criteria	Not met	Met	Strength	See comments	N/a
T14 Course outlines	☐	☒	☐	☒	
T15 Study and learning strategies	☐	☒	☒	☒	
T16 Linguistic benefit from UK	☐	☒	☐	☒	

Comments

T12 The basic course structure is the same in all Eurocentres schools. Morning classes cover general English (linked closely to the Common European Framework of Reference) with afternoon options including further general English or a variety of specialist areas, including examination preparation. The close adherence to the CEFR not only in terms of levels but also in terms of approach (development of learner autonomy, focus on 'can do' objectives) is a strong principle underlying the work of the schools.

T13 A significant development in recent years has been the focus on blended learning through the *my.Eurocentres* portal. This grew out of a review of course design and the desire to increase the involvement of learners in their own learning.

T14 Weekly outlines are posted in all classrooms. It is planned to make these available on *my.Eurocentres* but at the time of the inspection they were hand-written by teachers, and some were expressed in terms more accessible to teachers than learners.

T15 The development of study and learning strategies is a key focus of the *my.Eurocentres* material with its emphasis on independent learning. 'Study club' sessions are also organised in the study lounge where a teacher is available to help learners to develop their study skills.

T16 Teachers are encouraged to bring the outside world into the classroom through the use of authentic materials and local realia. The social programme offers a range of activities and excursions which bring students into contact with the culture and language of the UK. However, little evidence was seen of teachers taking students into the local area for learning purposes.

Learner management

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

Comments

T17 Placement procedures can begin before arrival through online assessment tasks. These are supplemented on arrival with speaking and writing assessment. Placement levels are formally linked to the CEFR.

T18 Monitoring student progress is supported by a sophisticated programme of online access to a comprehensive list of learning aims at each level, linked to tutorials and study advice. The outcome of tutorials is recorded on *my.Eurocentres* with suggestions for follow up. Formal assessment takes place every four weeks and records can provide proof of level as a 'language passport' for course transfers and for external use.

T19 Preparation is offered for IELTS, FCE and CAE exams and students are given clear guidance and support in selecting the appropriate exam for their needs and their level.

T21 All students attending 80 percent or more of their course receive a certificate giving a detailed profile of their level in relation to the CEFR. Progress and final reports are produced for sponsors. All reports and certificates are comprehensive, based on clear evidence, and are professionally presented.

T22 Comprehensive advice on all aspects of finding out about and applying to UK higher education providers is given in *my.Eurocentres*. This is supplemented by face-to-face support through the 'study club'.

Classroom observation record

Number of teachers seen	12
Number of observations	12
Parts of programme(s) observed	General English; exam preparation; one-to-one

Comments

All teachers working during the period of the inspection were observed.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	☐	☒	☐	☐	
T24 Appropriate language	☐	☒	☐	☐	
T25 Planning content	☐	☒	☒	☒	
T26 Coherent and relevant activities	☐	☒	☒	☒	
T27 Classroom management	☐	☒	☒	☒	
T28 Teaching techniques	☐	☒	☐	☒	
T29 Student engagement	☐	☒	☒	☒	
T30 Sensitivity and learning atmosphere	☐	☒	☒	☒	

Comments

T25 Learning aims were clear and relevant, with an explicit link between the aims, the student profile, and the content of the lesson. The coursebook (where used) provided a point of reference but did not dominate the work of the class.
T26 Lesson plans and lessons observed showed a clear staging of activities leading to relevant aims. Most teachers made good transitions between the different stages, linking activities to show their connection to what had gone before.
T27 Excellent use of the IWB was seen in almost all rooms where it was available. Good use was made of the whiteboard, with lesson aims clearly written up, and colour used to highlight salient features of model language. Print resources were also well used, with their connection to the lesson aims being made clear. The flexibility of the classroom layout was well used in many classes.
T28 Almost all teachers were confident in the use of a wide range of appropriate techniques. Error correction and scaffolding of student responses to develop their language use were significant features. In a few cases there was over use of pairwork with insufficient thought given to its relevance for the specific activity.
T29 Student engagement was ensured through the use of interesting and relevant activities which were well set up. Clear instructions were given, and these were normally checked to clarify aims and procedures. Activities were well paced with sufficient but not excessive time allowed.
T30 Students were well known as individuals to teachers, who were able to refer to their previous work and known problems. In some cases reference was also made to specific learning styles and/or contrasts with individuals' L1.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a high standard overall. Teachers were able to plan and deliver engaging lessons with clear aims which were relevant to the needs and interests of the students. Resources were well handled and coursebooks (where used) provided support rather than being allowed to dominate the class. There was a positive learning atmosphere with excellent rapport in all classes.

Teaching and learning summary

Provision meets the section standard and exceeds it in all areas. *Academic staff profile, Academic management, Course design,* and *Learner management* are areas of strength. The teaching observed met and exceeded the requirements of the Scheme. *Teaching* is an area of strength.

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	☐	☒	☐	☒	

Criteria	Not met	Met	Strength	See comments	N/a
W8 Medical and dental treatment	☐	☒	N/a	☐	

Comments

W1 The school premises offer a safe environment. Access to the school through the only entrance is monitored throughout the day by reception staff and visitors are required to sign in at reception. Students are given advice on personal safety orally at induction and in writing on *my.Eurocentres*. The essential information section of *my.Eurocentres* includes an overview of the health and safety policy.

W2 There are thorough induction procedures in place and detailed information is available in *my.Eurocentres*. New students are given an A5 welcome leaflet which lists staff in the school and how to contact them and students are given a letter which outlines relevant school rules and procedures. It was very evident that there is a clear commitment by all staff to ensure that students' pastoral care is prioritised. A room has been made available for religious observance on the third floor.

W3 The accommodation and welfare officer is the named person to deal with students' problems and is assisted by the client services manager. Students at the focus group for under 18s knew who they could turn to for help and advice and felt well supported by welfare staff and teachers. All staff are identified on a photoboard prominently placed near the reception desk.

W4 The school policy on dealing with abusive behaviour applies to staff and students. It is set out in the "Personal Harassment and Bullying policy" in *my.Eurocentres* and in the staff handbook. However, in its present form the document is too complex for many students.

W5 The emergency phone is rotated among the accommodation officers at four Eurocentre schools. The number is available to students, homestay hosts and students' next of kin and the duty emergency phone holder has remote access to their contact details. The system is reported to be running satisfactorily and is kept under review by the client services manager.

W6 The school uses a reliable local taxi firm for any transfers requested by students and they are given the firm's contact number in case of emergencies. The pick up company drivers have the homestay hosts' numbers and they are instructed to wait until the student is welcomed into the home or to phone the homestay host or the emergency number if needed. Transfers are compulsory for under 18s.

W7 Advice in relation to most of the points in this criterion is made available to students in *my.Eurocentres*. The welcome leaflet provides 'Essential Information' such as useful telephone numbers and a sample timetable. The leaflet refers students to *my.Eurocentres* for detailed information about the school and 'Student Handbook' information is contained in the *my.Eurocentres* 'Reception' section. A reminder to take care when crossing roads has not yet been included. Translations into major languages will soon be available and this will benefit students at A1/A2 level.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school's provision comprises homestay accommodation and accommodation in two residences. The welfare and accommodation officer arranges the homestay accommodation at both Eurocentres Central and Eurocentres Eltham. The meal arrangements are mainly half board, with a few homestays offering breakfast only.

All the homestay accommodation is within 45 minutes' travelling distance of the school.

The residence which was visited is managed by a company with several residences for students across London. The school has an allocation of four single rooms. Students are from HE institutions and a significant number of students are interns at international conglomerates and London-based cultural institutions. The residential accommodation was of an excellent standard in all respects.

Three homestays were visited. Two homestays were of a very high standard and all met the requirements of the Scheme. All the homes provided a comfortable environment and hosts were friendly and welcoming and were clearly enjoying the hosting experience.

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	☐	☒	☐	☐	☐
W14 Student feedback	☐	☒	☒	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☐	☐

W9 The homestays visited provided comfortable accommodation. The services and facilities provided by the residence were of a high order.

W10 The majority of the hosts had been visited by the welfare and accommodation officer's predecessor and were due for re-visits in November and December 2014. Hard copy records are in the process of being transferred to the school's computer system and are retained as back up. Details of students under 18 are kept in a separate file.

W11 One host sampled on the database had not been re-visited within the last two years.

W12 Details of homestays booked include a short profile of the host and members of the family. The welfare and accommodation officer has a rating system which needs to be made clearer.

W14 Student feedback is obtained through a number of channels. Students complete an end-of-first-week questionnaire and they have an opportunity to give feedback on pastoral care and accommodation at fortnightly tutorials. Completed first-week and end-of-course questionnaires, together with feedback from students at the focus groups, confirmed high levels of satisfaction with the accommodation arranged by the school.

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 Hosts are sent a useful information leaflet which outlines many of the requirements for hosting students successfully and sets out the standards which hosts are expected to adhere to. The three hosts visited at the inspection were entirely satisfied with the school's booking arrangements and with communications with the school. All the active hosts have provided Gas Safe Certificates. A small percentage of hosts on the school's database have not yet provided evidence of having carried out fire risk assessments.

Accommodation: residential

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

Comments

W22 The residential accommodation was clean and maintained to a very high standard.

Accommodation: other

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

Comments

W24 The welfare and accommodation officer gives advice to students who enquire about rental accommodation. Good guidance is provided on *my.Eurocentres.*

W25 The school provides a list of hotels, some of which have been used by visitors and occasionally by students. The term 'recommended' was removed from the list during the inspection as it is only used following an enquiry and the hotels are not formally inspected by the school.

Leisure opportunities

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

Comments

W26 Useful information about local facilities is easily accessible in *my.Eurocentres*; details are also available on the school's Facebook page. The social programme organiser offers students advice about participation in local activities, such as a local walking club.

W27 Students benefit from a wide and varied programme of events, cultural and sporting activities and excursions, which runs throughout the year. The social programme is well planned and organised by the social programme organiser, who is a member of the teaching staff. Other members of the teaching staff are actively involved in the programme and students appreciate their participation. There are several free activities offered each week and these have recently included a modern dance club run by one of the teachers. Students at the under 18 focus group asked for an alternative activity to the weekly pub night from which they are excluded and, in response, the social programme organiser has proposed setting up a conversation club at a nearby café.

W28 Health and safety issues are taken very seriously and detailed risk assessments are in place for all activities. These are read and signed off by all staff responsible for activities and are kept on file.

Welfare and student services summary

The provision meets the section standard and exceeds it in several respects. Student security and pastoral care are well catered for and information is readily available. Accommodation provision is of a good standard. The leisure programme is appropriate, well managed and much appreciated by students. *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 materials	☐	☒	N/a	☐	☐
C5 Suitability checks	☐	☒	N/a	☒	☐
C6 Safety and supervision	☐	☒	☒	☒	☐
C7 Accommodation	☐	☒	☐	☒	☐
C8 Contact arrangements	☐	☒	☒	☒	☐

Comments

In this context, "under-18s" are students aged 16 or 17 enrolled on courses designed for adults. Such students normally make up only a small proportion of the student numbers.

C1 The school has a comprehensive safeguarding policy, reviewed at least once a year, and fully supported by appropriate procedures and documentation.

C2 The centre manager, who is the designated child protection officer, the accommodation and welfare officer and the client services manager are trained to Level 2. All staff sign off the policy document and receive in-house cascade training.

C3 Detailed notes are sent to parents at the time of booking setting out clearly the level of care and supervision that will be provided to students under 18. A parental consent form is required at the time of booking. However, the school's publicity does not make it sufficiently clear that the school is an adult school but that students aged 16 and 17 will be given special care.

C5 All hosts sign the Children Act Declaration and those hosting under-18s are required to be DBS checked. The school takes responsibility for submitting the DBS paperwork on behalf of hosts but there have been bureaucratic

delays in the return of some of the DBS forms.

C6 Clear guidance on what students may do out of lessons is provided on the parental consent form and in a letter given to all under 18s on arrival. The school only accepts students under the age of 16 in rare and exceptional circumstances, as part of a closed group. The group leader has to take full 24-hour a day responsibility for the student(s) and sign a declaration to this effect before arrival.

C7 Under-18s are required to stay in homestay accommodation and hosts are aware of additional responsibilities. No under-18s are accommodated in residences. Times by which students must be at their homestay at night are clearly stated to students, parents and homestay hosts. The school insists on these limits being agreed to by parents and respected by students.

C8 The parental consent form, which all parents of under-18s must complete, asks for full details of parents' contact information, and asks for two "back up" contacts in case the parents cannot be reached. The contact arrangements outside office hours are satisfactory. The emergency phone holder has remote access to the contact details of students and their parents, guardians or agents. Under-18s are required to stay in homestay accommodation and hosts are aware of additional responsibilities. No under-18s are accommodated in residences. Times by which students must be at their homestay at night are clearly stated to students, parents and homestay hosts. The school insists on these limits being respected and agreed to by parents.

Care of under 18s summary

The provision meets and often exceeds the section standard. Appropriate safeguarding and child protection procedures are in place for the age range of students under 18 accepted by the school. *Care of under 18s* is an area of strength.