

Organisation name	Foyle International, Derry, Northern Ireland
Inspection date	15–16 March 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.

Summary statement

The British Council inspected and accredited Foyle International in March 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 English for adults (16+), for closed groups of under 18s and vacation courses for under 18s and adults (18+).

Strengths were noted in the areas of quality assurance and premises and facilities.

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

Organisation profile

Inspection history	Dates/details
First inspection	2004
Last full inspection	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 non-accredited activities (in brief) at this centre	Foreign language classes for local market; externally validated pre-service ELT training courses.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1990
Ownership	Foyle International Ltd NI68771
Other accreditation/inspection	Education and Training Inspectorate, NI

Premises profile

Address of main site	17–21 Magazine Street, Derry BT48 6HH Northern Ireland
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	The Cottage, Craft Village, Shipquay Street, Derry BT48 6AR Used in summer for activities and inductions. North West Regional College, Strand Road, Derry BT48 7AL Junior summer school: 6–10 classrooms.
Profile of sites visited	<p>The school occupies a four-storey Georgian building just within the city walls of Derry. On the ground floor there is a reception area; management and administrative offices are located across the four floors. There are six classrooms, as well as a student computer room, a student lounge with kitchen, a self-access suite and a faith room. The teachers' room and kitchen area is on the first floor, with a further staff kitchen on the second floor. There is a lift to all floors. At the rear of the building students can relax in good weather on the outside terrace. A separate annex with an entry door onto the terrace is used by an external counselling service whose staff use the main school entrance to access the terrace.</p> <p>Just behind the school is the Craft Village, a group of small businesses located around a courtyard where, in busy periods, the school hires a single-storey thatched cottage for activities and inductions.</p> <p>The junior summer school in July and August takes place at a local further education college, outside the city walls and close to the waterfront, ten minutes' walk from the school. The college is in a modern five-storey building and the school rents classrooms and rooms for teachers and social mentors on the fourth floor. Students have access to a college café and social area, as well as a sports hall with stage.</p>

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
Full-time ELT (15+ hours per week) 18 years and over	21	20
Full-time ELT (15+ hours per week) aged 16–17 years	5	60
Full-time ELT (15+ hours per week) aged under 16	0	45

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school runs general ELT courses of 15 or 20 hours per week for adults (16+) year round and courses preparing for external general English examinations. Closed groups of adults and juniors are also accepted year round. Junior (12–14) and Teen (15–17) summer camps are run in July and August. A young learner (7–11) summer camp is advertised for parents coming with children, but the course has not run yet. One-to-one is offered but none was running at the time of the inspection. Other courses include English Plus (horse-riding, surfing etc) and a work experience programme with an ELT component.

At the time of the inspection there were four closed groups on work experience programmes studying in the school on one-week courses running from 09.30–12.45. Three of the groups were doing general English/English for work at levels from pre-intermediate to advanced, and one elementary group was following a general English course.

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	12	5
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	9	0
Arranged by student/family/guardian		
Staying with own family	7	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s		
	28	5
Overall total adults + under 18s		33

Introduction

Foyle International was set up in 1990 by the current owner/director who leads a very experienced management team. In 2013 a new accommodation and transfer officer was appointed and in 2014 a new academic manager was employed but otherwise staff turnover is very low.

At the time of the last inspection in 2012 the school's Tier 4 sponsor status was withdrawn, resulting in the loss of students preparing to enter higher education in the UK. Since then the school has been successful in developing its provision for students on European-funded programmes and other work experience programmes involving a one-week language course and local work placements of between four and 24 weeks. In 2016 the school reapplied successfully for Tier 4 sponsor status but no Tier 4 students have been enrolled yet. In 2015 a successful summer school for juniors was held in new premises a short distance from the main school.

The inspection took place over one day and a half day. The inspectors talked to the director, the director of operations, the academic manager, the office manager, the sales and marketing manager, the accommodation and transfer officer and the social organiser. All four teachers were observed twice. Focus groups were held with students and with teachers. One inspector visited the premises used for the summer junior school and one inspector visited two homestays and a shared self-catering house.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 management structure is clear. The responsibilities of the management team are clearly explained in staff handbooks and on noticeboards around the school, together with names, photographs and job titles on all office doors. The management team works closely together and team members can cover for each other. The recent planned absence of one manager has, nevertheless, resulted in some aspects of the school's work, such as the development of the new website, being delayed.

M3 Job descriptions are clear and reviewed regularly. Although responsibilities for safeguarding are assigned to staff, they are not specified in job descriptions.

M4 Communication in the school is good. There are regular monthly management meetings, with minutes on file; information from these meetings is shared at weekly administrative meetings and two-weekly teacher meetings. Much communication is informal, which is appropriate for the size of school and the experienced team. Staff told the inspectors they felt well informed about developments in the school. Communication with the college where the summer school is held is regular and constructive.

M5 The school operates with a set of very comprehensive human resources (HR) policies and thorough procedures. The office manager has an HR qualification. Staff spoke positively about feeling well supported by management in terms of HR provision.

M6 Staff files are well maintained but details of telephone references are not recorded.

M7 There are very thorough induction procedures, including briefings on health and safety and safeguarding, with checklists signed on completion of the process. Teachers confirmed that their inductions had been good preparation for their work in the school.

M8 A well-developed appraisal system is in operation and described clearly in the staff handbook. All staff are monitored by their line manager and appraised annually with six-monthly reviews; records were on file to show that all appraisals were up to date and specifying agreed goals and action points.

M9 The school policy on staff training and development is detailed and a good range of training, both external and in-house, has taken place, much of it based on needs identified during appraisals. Training has included external management training for the director, IT training for administrative staff, first aid, safeguarding, online training in social media and aspects of HR. For teacher development see T10.

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 type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 School staff are very welcoming at reception and help and provide cover for each other when required. Students noted staff friendliness as one of the outstanding features of the school. The school is now using an ELT-specific database and records are easily accessible.

M13 The student records sampled contained all the required information. Records can be accessed remotely outside office hours.

M14 Attendance is checked and recorded every morning and absences reported and followed up promptly.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M17 There is a clear focus, evident in minutes of meetings and from interviews with management staff, on the importance of ongoing reviews of systems and processes to further improve the way the school operates. Feedback from students and staff, including detailed reports from each department, is discussed at management level and contributes to the drawing up of specific action points. A review of the summer school is undertaken at the end of the summer.

M18 Students complete an initial feedback form and an end-of-course questionnaire with questions about all aspects of their stay. In the past the rates of return have been low but enabling students to complete the questionnaire electronically has improved this. Feedback is analysed and circulated to the relevant staff. Action is taken promptly and recorded.

M19 Feedback is collected from staff at regular meetings, at appraisals and six-monthly reviews and by means of an exit questionnaire. Records showed detailed feedback from summer staff at the end of the summer, with action taken and 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school's publicity comprises a website and printed brochure. The website is the school's main publicity medium but, because of delays in development, the launch of the new website planned for 2016 was imminent. The inspectors were given access to the website under construction and the comments below are based on this, and on the 2016 brochure. It includes full integration with social media.

M21 The new website is attractive and easy to navigate with text written in accurate and generally accessible language.

M22 The text and photographs on the new website raise realistic expectations although the website refers to six classrooms and the text in the brochure refers to ten. There is no mention on the website or in the brochure that the summer school takes place in different premises from the main school.

M25 All the required costs are given except for the approximate cost of any course-related examination fees.

M28 The description of staff qualifications and experience on the website is accurate but in the brochure there are references to 'highly qualified and experienced' teachers, a description which is not true of all the teachers at the time of the inspection.

Management summary

The provision meets the section standard and exceeds it in some respects. The management structure is clear, communication is good and school policies and procedures are thorough. Student administration is efficient and there is a strong focus on quality assurance. Publicity is mostly accurate but a few points need to be corrected. *Quality assurance* is an area of strength.

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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The school premises, including the college premises used for the summer school, provide a very pleasant environment for students and staff. Classrooms comfortably seat the school's maximum class size. Managerial and administrative staff have good-sized offices.

R3 Classrooms are light, quiet and furnished appropriately with opportunities for flexibility of layout. The college classrooms for the summer school are particularly spacious.

R4 Students are well provided for in terms of facilities for relaxation. There is a large student common room on the second floor with drinks and snacks machines, a television, four computers for student use, comfortable seating and a kitchen equipped with a fridge and tea/coffee-making facilities. In good weather students can relax outside on the rear terrace. There is a café nearby and the school is close to the centre of Derry with other outlets for buying food. At the summer school students have a spacious social area with television, and a college café.

R5 There are attractive and well-maintained noticeboards throughout the school. Signage is clear; each classroom has its name and a photograph of the teacher on the door.

R6 The teachers have a pleasant, good-sized room with space to work and easy access to the resources; a photocopier is in the room next door. There are two computers with internet access and printing facility, and a kitchen area. There is a second staff kitchen on the second floor. At the college summer school teaching staff have a large and comfortable teachers' room.

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 type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R7 For year-round courses teachers use a chosen series of coursebooks including workbooks, audio and online support materials. There are additional skills development materials, project materials and examination preparation books. Modules produced by teachers provide two one-week modules for the English for Work courses. At the summer school teachers have access to class sets of coursebooks for young learners and photocopiable materials. R9 Five of the six classrooms are fitted with projectors and laptops and audio materials can be played either on CD players or by using the computer drive. Students have access to ten computers in the self-access suite. R10 The self-access suite provides online study materials for students as well as graded readers and supplementary course materials including support materials for projects. The academic manager and senior teacher are available in the afternoons to advise and assist students in making best use of the facilities.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The school provides a very comfortable environment for students and an appropriate professional environment for staff. The learning materials available support the studies of students enrolled with the provider. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

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

None.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 The academic manager takes into account teachers' experience, skills and preferences when allocating classes, while also providing support for teachers keen to take on new levels and course types.

T9 Most of the school's current closed group courses, and the summer courses, take place with fixed course dates. However, students can enrol on general English courses on any Monday and measures are in place, and explained in the teachers' handbook, for integrating them into ongoing classes. Such measures include careful placement and tutorial support.

T10 The academic manager and senior teacher provide daily support for the teaching team and there are regular teacher meetings. The school has a well-developed training policy for its teachers and they have attended external events, such as briefings on external examinations, as well as regular in-house sessions on, for example, pronunciation. The school pays for teachers to be members of an external online teacher development site where they can complete online courses and participate in webinars.

T11 Teachers are observed at least once per year and take part in peer observation once a year. The academic manager provides oral and written feedback; action planning to help teachers improve and develop their teaching is

not sufficiently explicit in the written observation feedback.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 Year-round general English courses are based on a core series of coursebooks, supported by an externally developed core inventory of language components to teach at each level. English for Work modules consist of materials for 14 days of lessons, which can also be taught as stand-alone modules integrated into general English courses. Teachers, including one newly-appointed teacher, told the inspectors the course outlines and materials were easy and clear to use.

T13 The design of courses in the school is reviewed regularly by the academic manager in consultation with her teachers. There was also a formal review of summer course design at the end of the summer.

T14 A written set of learning objectives for the week is introduced by the teacher and displayed in the classroom.

T15 There is useful advice for teachers and students in their handbooks about developing study and learning strategies. At the end of each week students receive a signed copy of the learning objectives for their course which they add to their learning log. All classes undertake a weekly project which involves researching information and presenting it in class at the end of the week. Further support for independent learning is provided in the self-access suite.

T16 Project lessons involve language preparation work in class to support students when they go out to research their project topics, as well as lessons on local culture. Other ways in which students are encouraged to take advantage of being in the UK include class educational visits, excursions with task sheets to complete and interacting with their homestay hosts.

Learner management

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

Comments

T17 The school now offers new students the chance to do an online placement test before arrival. They then have a speaking test in school and complete a needs analysis, which is discussed in their first tutorial.

T18 All students staying for two weeks or longer have a tutorial with their teacher. Before the tutorial the student completes a 'reflection form' to discuss and the teacher records agreed action on the tutorial record form. All students do weekly progress tests and two-weekly performance tests linked to the project work undertaken.

Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	General English, English for Work

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Generally teachers were able to provide appropriate models of both written and spoken English although sometimes models of spoken English were not made explicit enough and students were not, therefore, always sufficiently aware of the target language being practised.

T24 Course objectives were clear but not always linked to the profile of the students in the class; lesson plans did not consistently refer to anticipated problems and how to resolve them with reference to the particular student group. Topics and materials were appropriate.

T25 Learning outcomes were defined and teachers wrote up and referred to aims. Sometimes the aims of individual stages of lessons were not clear to the students and some activities had insufficient preparation time.

T26 A range of teaching techniques was seen including nomination, some effective elicitation and checking of understanding. Instructions for activities were mostly clear but not always checked. Some individual and choral drilling was observed but there were missed opportunities for practising new language.

T27 In most lessons the arrangement of furniture was appropriate and enabled students to work in pairs and small groups; in some instances the layout of furniture had not been taken into account when planning the lesson. Whiteboard work was generally good although vocabulary was sometimes written up with little helpful supporting information. Teachers used audio well but otherwise little use of technology was evident in lesson plans; there were some missed opportunities for checking understanding and illustrating meaning more efficiently by using the internet or projecting visuals.

T28 Some teachers encouraged self- and peer correction among their students and took notes of errors during activities for later correction. Most teachers gave positive and encouraging feedback.

T29 In some lessons the input of new language was followed by practice activities to check understanding. There were also instances of teachers talking about the language rather than facilitating further practice for their students.

T30 Not all teachers graded their language according to the level of their students, and this resulted in some students being uninvolved in activities. This contrasted with the positive atmosphere in most classes where students were clearly enjoying their lessons. Students in the focus group confirmed this.

Classroom observation summary

The teaching observed met the requirements of the Scheme and all segments observed were judged to be satisfactory. In general teachers demonstrated good linguistic knowledge and produced appropriate lesson plans; topics and materials were relevant. A range of teaching techniques was seen and teachers generally gave positive and useful feedback. Students were seen to be enjoying their lessons. Some teachers were less successful in relating course objectives to the needs of particular students, and some were unable to grade their language sufficiently to engage students fully.

Teaching and learning summary

The provision meets the section standard. Teachers have appropriate qualifications and are given good support to ensure their teaching meets the needs of their students, although action planning following observations is not sufficiently rigorous. Teachers benefit from a range of teacher development opportunities. Course design is clear and reviewed on a regular basis. Programmes of learning are managed for the benefit of the students. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<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 checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

W1 Appropriate arrangements for safety and security are in place. The reception area is attended during the day and there are keypads to other parts of the school. Risk assessments are carried out and updated regularly for the premises, and the school's health and safety policy forms a part of induction. Fire drills are normally arranged twice a year but in the past year only one has taken place due to maternity leave of the person responsible. A fire drill had been carried out at the summer school premises.

W2 Students are made aware of the availability of pastoral care through induction, noticeboards and the student handbook. See W7.

W3 The director of operations and the office manager are the named people; however, the school works hard to ensure that students feel they can speak to any staff member. Students in the focus group confirmed this.

W5 The emergency numbers are provided and made available to students and parents before arrival.

W6 Transfer information is generally clear, although details on arrangements from Dublin airport in particular are slightly ambiguous.

W7 Students receive comprehensive information and advice, conveyed through the student handbook, induction and displays. The handbook is densely packed with information in small print, and is not written in very accessible English.

Accommodation profile

Comments on the accommodation seen by the inspectors

Two homestays - one which accepts under 18s - and a shared self-catering house were visited, in different parts of the city, but all within easy travelling distance from the school. One of the homestays was able to accommodate up to four students, two in their own rooms and two in a shared room with twin beds. The other could accommodate two students, but in bunk beds.

The shared house was newly refurbished and consisted of two or three bedrooms on each of the upper floors, with shared bathroom facilities, and a communal kitchen and relaxation area on the ground floor.

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 type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 All the accommodation visited provided comfortable and appropriately equipped accommodation. One of the

homestays provides bunk beds in a shared room. The accommodation and transfer officer is aware of this and places students accordingly.

W10 All accommodation is inspected but the school was unaware of the requirement to check that fire risk assessments and Gas Safe certificates are in place.

W11 Re-inspection takes place regularly and is recorded; the system does not yet include the appropriate checks for safety. See W10 and W12.

W12 Registers and records are kept on a database as well as on paper. They currently do not include records of fire risk assessments and Gas Safe checks. This information was subsequently collected and sent to inspectors.

W14 The accommodation and transfer officer is available to deal with any accommodation issues. Early feedback is sought and actions taken are recorded.

W15 Students in the focus group were complimentary about the food in their homestays.

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 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 checked="" 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

W19 The early bird feedback form specifically asks about any other students in homestay, providing a check for this criterion as well as W16 and W18.

Accommodation: residential

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

Comments

None.

Accommodation: other

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

Comments

W24 The accommodation and transfer officer provides advice and information as required.

W25 The shared houses in use are checked for both safety and suitability and records are kept of visits and any actions arising.

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 checked="" type="checkbox"/>	<input 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 Students have access to a range of activities and, in addition to social media and school noticeboards, a weekly newsletter is sent out to keep everyone informed of events. During the summer school the social programme forms a part of the overall course; for the rest of the year there is a less intensive programme of excursions, activities and events.

W27 At the time of the inspection the summer school social programme co-ordinator was covering for the reception and social officer, who was on leave.

W28 There is a detailed and comprehensive social mentor handbook, which is used as the basis for induction and refresher training each year. It provides clear information and guidelines as well as an example risk assessment. Risk assessments are produced for all activities but are generic, and the process and timetable for review and updating is insufficiently clear.

W29 A social mentor accompanies all activities in appropriate ratios, and mentors receive in-house training at the beginning of each summer.

Welfare and student services summary

The provision meets the section standard. The school works hard to ensure safety and security at all times, although systems have not prevented a lapse in fire drill management. Students receive appropriate care, advice and information. Accommodation systems in general are efficient and thorough. The lack of awareness of the need for homestay providers to carry out fire risk assessments and provide Gas Safe certificates was addressed immediately following the inspection and information sent to the inspectors confirmed the situation is now satisfactory.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Students aged 16 and 17 are enrolled as adults year round. At the time of the inspection there were five under 18s in the school. During the summer school the age range is 12–17.

C1 A child protection policy is in place, which includes information on recognising abuse. The current school policy is not to allow anyone to work until suitability checks are completed and the policy does not include guidance on handling delayed suitability checks. There are two nominated child protection officers, and they are known to all staff and students; this responsibility does not appear in job descriptions.

C2 The policy is well documented, and forms part of all staff handbooks as well as the induction process. Homestay hosts are made aware of it, and group leaders sign an agreement. The two safeguarding leads have only completed basic training.

C3 Although publicity does not contain information about level of care for under 18s, the parental information sent out prior to arrival offers an opportunity to provide such details as supervision and travel arrangements. However, current information is limited and does not give a clear picture. Parental consent forms are unclear and require attention.

C4 Records in general demonstrate appropriate recruitment procedures; however, in a number of cases references taken by telephone have not been recorded as part of the appropriate file. This is also true of references for homestay providers.

C5 During the summer school, the social programme is an integrated part of the programme. For the rest of the year staff are all made aware of which students are under 18 and the rules that apply to them. Hosts and group leaders have appropriate guidelines.

C6 All staff and homestay providers are aware of the rules applying to under 18s, although these are not set out clearly in writing for students.

Care of under 18s summary

The provision meets the section standard. Under 18s are generally well cared for and supervised, and appropriate information and guidelines help to ensure a good level of awareness among staff, group leaders and homestay providers. A number of omissions and lapses in policies, procedures and documentation require attention, and information sent to parents should be clarified and updated.
