

Organisation name	Glasgow School of English
Inspection date	13–14 May 2015

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that weaknesses in *Care of under 18s* have been addressed.

Summary statement

The British Council inspected and accredited Glasgow School of English in May 2015. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s, and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general and academic English for adults (16+).

Strengths were noted in the areas of staff management, quality assurance and teaching.

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

Organisation profile

Inspection history	Dates/details
First inspection	June 2003
Last full inspection	July 2011
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	Lorca Spanish school, Global Connects (Translations and interpretations company)
Other related accredited schools/centres/affiliates	Global School of English, Edinburgh, Hamilton School of English, Edinburgh
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1997
Ownership	Private limited company
Other accreditation/inspection	Education Scotland, IALC, ISO

Premises profile

Address of main site	180 Hope Street, Glasgow G2 2UE
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school occupies all of the second floor and parts of the third floor of a substantial office building in the commercial and cultural centre of Glasgow. The premises have a new reception area, ten newly-furnished classrooms, and a new teachers' room with new bespoke workstations and storage units. A computer area with free use of PCs with internet access, and a hot drinks machine and water dispenser has also been redecorated and refurnished. A large room designed to be used by all staff to relax in is almost completed.

Student profile	At inspection	In peak week August (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	91	140
Full-time ELT (15+ hours per week) aged 16-17 years	2	4
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	5	5
Part-time ELT aged 16-17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total of ELT/ESOL students shown above	98	149
Minimum age	17	16
Typical age range	18-58	16-55
Typical length of stay	10 weeks	5 weeks
Predominant nationalities	Saudi Arabian, Italian	Spanish, Italian
Number on PBS Tier 4 General student visas	11	5
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	31	22
Number on child visitor visas	0	4

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	2	
Number teaching ELT 10-19 hours/week	5	
Number teaching ELT 20 hours and over/week	5	
Total number of administrative/ancillary staff	2-3	

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Certificate-level ELT/TESOL qualification (TEFLI)	8
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	2
Total	12

These figures include the academic managers.

Comments

The profile includes the senior teacher, who teaches 15 hours per week and also provides afternoon cover if necessary. There were 12 teachers timetabled for the week of the inspection. Six of them are on permanent contracts and all six have been working at the school for several years, as have the director of studies (DoS) and senior teacher.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Two students aged 17 were enrolled on a general English course at the time of inspection. Two students were having one-to-one lessons but not during the inspection days.

The school offers general English classes of 7.5 or 15 hours, IELTS preparation, academic English, and business English. Other exam classes are advertised but are rarely run.

Students can choose to study either in the morning, or early or late afternoons. Evening classes are run if there is a demand.

The school advertises English for nursing and English plus golf, neither of which has ever run.

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	8	0
Private home	0	0
Home tuition	0	0
Residential	14	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	13	2
Staying in privately rented rooms/flats	61	0
Overall totals adults/under 18s		
	96	2
Overall total adults + under 18s	98	

Introduction

Glasgow School of English was established in 1997 and is one of three family-run schools. The others are Global School of English in Edinburgh and Hamilton School of English also in Edinburgh. The founder and now president of the school is still fully committed to and involved with the organisation. He and the two other directors are all family members.

The school has been located at the same premises since 2001. The school directors decided to purchase the rooms used by the school in late 2014 and a major refurbishment programme started. The inspection, which had been scheduled for March 2015, was postponed until May in order for the refurbishment programme to be completed. At the time of the inspection in May most of the work had been finished.

The premises are shared with Global Connects, Lorca Spanish school (both owned by the school's directors) and a number of other unrelated users. The considerable investment that has been made in both premises and resources has lifted the school into a light, bright, modern and stylish learning and working environment.

The inspection took place over one and a half days and part of a day. Interviews were held with the school's president, the two directors, the academic management team and the school administrator. Separate focus groups were held with teachers and students and all teachers were observed in class. One inspector visited two homestays and one residence.

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

M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 very clear and well established. The three directors take joint responsibility for the strategic, commercial and financial aspects of the school. They are well able to cover for each as necessary. The directors benefit from having a stable and knowledgeable staff to provide full support to the students in the directors' absence.

M3 Job descriptions are clear and serve as a basis for discussion and development during appraisals. There are currently no job specifications for the directors.

M4 The three directors work closely together and have scheduled and minuted meetings when needed. Meetings with all categories of staff are seen as important and useful ways of keeping staff informed of the school's ongoing activities as well as providing discussion forums. Staff from the different schools meet to ensure that good quality control and operational systems are regularly reviewed and implemented and that new ideas and suggestions get discussed in a wider context.

M7 The current administrative staff have been in post for some time as have many of the teachers on permanent contract. Newly appointed short contract teachers said that induction procedures had been thorough and appropriately staged to avoid overload of information. Inductions are backed by well written, comprehensive staff handbooks.

M8 Procedures for dealing with unsatisfactory staff performance are clearly set out in the handbooks. The procedures are sensitive to the individual and provide opportunities for remedial support.

M9 The management is committed to supporting staff financially where training needs have been identified. The DoS has produced a teaching staff calendar which clearly states the dates for meetings, training events and observations. This is posted in the staff room. Teachers are paid to attend both meetings and training events. Attendance at both is good.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M11 Reception staff, which includes the school manager, have a sound knowledge of what the school has to offer and prospective students receive a high level of attention from staff at all times.

M12 The school manager and her assistant are responsible for the enrolment and registration of students and provide a friendly, efficient service. The application process is detailed and provides school staff with a good picture of the prospective students and their backgrounds.

M14 The school has a clear and well documented rule that if students are more than five minutes late they have to wait until the next break before joining the class. This is, however, not strictly adhered to by all teachers.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M16 All areas of concern in the report from 2011 have been addressed satisfactorily.

M17 The school has an unusually rigorous inspection schedule by outside bodies. It is regularly inspected by Education Scotland to maintain its trusted sponsor status. The school also has ISO9001 certification which also requires regular inspections. In addition as a member of IALC (International Association of Language Centres) it is regularly inspected by this organisation as well. The directors and staff work hard to fulfil the many different criteria.

M18 Students are asked to fill in a wide-ranging end of course questionnaire. Results are analysed and any problems are noted, relevant staff informed and action taken recorded in writing. Procedures for collecting initial feedback have only recently been put in place.

M19 Staff feedback is sought during appraisals and in staff meetings. Teachers are asked to fill in a questionnaire at the end of each term. This identifies satisfaction or otherwise with available resources and academic management procedures. The DoS and senior teacher have their workstations in the teachers' room and get informal feedback on a daily basis.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course description	<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 Cost	<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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 consists of a website, printed A4 information sheets and social media sites. The website is currently being re-designed. The information sheets have been translated into 15 languages.

M21 The website provides information which is clear, accurate and comprehensive. The wording, layout and style make the information easy to access for low level learners of English. The terms and conditions are lengthy and difficult to understand in places.

M25 Not all examination costs are included on the website.

Management summary

The provision meets the section standard. The management and administration systems operate effectively. Students are kept well informed and careful attention is paid to their needs. Feedback procedures are robust. Communication is good at all levels. The management of the school operates to the benefit of its students and staff and in accordance with its publicity *Staff management* 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 facilities	<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 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R2 As the premises have so recently been refurbished, nearly everything is new and fresh. The directors are waiting for planning permission for a minor relocation of the toilet facilities, which are in need of attention.

R3 All ten classrooms are well equipped and furnished with new, stylish and comfortable furniture. The colour schemes have been chosen with care and further add to the very pleasant ambience in the school.

R4 Students have a comfortable relaxation area and adjacent computer area with eight PCs, free Wi-Fi, a vending machine, daily newspapers and magazines.

R5 Signage at present is functional but unattractive as new signage is not in place yet.

R6 The teachers' workroom is shared with the academic managers. It has been completely refurbished and has very good bespoke workstations and storage cupboards. In addition to the workroom an adjacent large room is in the process of being made into a relaxation area for all staff.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<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 checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 There is an up-to-date and appropriate range of course books and other materials for the general English and exam classes taught.

R8 The stocks of practitioner books and other teacher resource material are plentiful.

R9 Part of the extensive investment in resources is the acquisition of a virtual learning environment application, which will enable the school to offer its students modern, effective blended learning. Staff have received some training in its implementation but at the time of the inspection it was not fully up and running. The teaching staff have welcomed this new resource and everybody is looking forward to being able to use it. Laptops, projectors and tablets for classroom use have also been added to recently.

There is no in-house technical support although the DoS is very able and can usually come to the rescue when minor problems arise. The school otherwise uses outside IT consultants for both troubleshooting and design matters.

R11 There is a bookcase in the student's area with books, audio CDs, and DVDs that students can borrow.

R12 Coursebooks are reviewed by the academic managers and the teachers at the end of each term. There is no set budget but the directors respond quickly and generously to requests for additional resources suggested by the teachers.

Resources and environment summary

The provision meets the section standard. The resources and the environment support and enhance the studies of the students and provide a professional environment for staff. The investment in both premises and resources that has taken place in the last few months has had a significant impact on the school.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T2 Two teachers do not have TEFL qualifications.

T3 Both teachers have permanent teaching contracts at the school. One has been working at the school since its foundation in 1997. She has an overseas teaching qualification but not in EFL. She has regularly attended CPD sessions in the school. The other teacher has QTS in the primary sector and has worked for the school for seven years. She also attends continuing professional development (CPD) sessions regularly. Both are clearly valued members of the teaching staff. Rationales were provided and accepted in the context of this inspection.

T4 The academic management team comprises the DoS and the senior teacher. The DoS has been working for the school for nine years. She is very experienced and appropriately qualified. The senior teacher has been with the school for eight years. She took on the role in 2014. She is TEFLI and is currently working towards a diploma level qualification, which she is hoping to complete shortly.

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 checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 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 DoS takes into account the preferences and skills of teachers when allocating teachers to classes.

T8 Cover is provided by the academic management team and the DoS also has a list of reliable cover teachers she can contact. The inspectors observed cover in action.

T9 The school has a continuous enrolment policy in place which can be found in the class register packs.

T10 There are ten planned CPD sessions per year. The training calendar that the DoS has produced gives teachers plenty of notice. The organisation offers support to teachers who wish to study towards a further qualification.

T11 New teachers are observed early in their employment. The DoS observes all the teachers on a regular basis and constructive and supportive feedback is given. Peer observation can also form part of the support offered.

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

Comments

T12 The school year is divided into four terms. A new coursebook is chosen for each new term. The DoS has produced a very clear academic programme for each level and each term week by week, based on the chosen coursebook with suggestions for supplementary materials.

T13 Through the programme of CPD and student feedback systems, school staff are aware of and responsive to changing needs of students.

T14 Course outlines are available to students in the reception. Every Friday students are asked to fill in a brief form giving feedback on the week's classroom activities. Teachers take students' responses into account when planning lessons for the following week. A weekly lesson plan is posted on a notice board in each classroom.

T16 Every other Friday, weather permitting, teachers can take the students to local places of interest preferably linking the visit to a topic worked on during the week. Students can also attend a free conversation club every Wednesday.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<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 In most cases students complete a level test prior to arrival.

T18 Students' progress is assessed on a weekly basis. The results are carefully noted and analysed and records are kept. There are currently no formal tutorials although the DoS meets informally with students to give help and support if needed.

Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	Morning and afternoon classes, general English and one IELTS preparation class

Comments

There were 12 teachers timetabled during the inspection. One teacher was ill and a cover teacher was found. This teacher had already been observed.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers were on the whole able to model language well. Grammar points were explained effectively in most cases. The phonemic alphabet was in use in most classes. Some misspellings on the board were noted.

T24 Teachers had good voice control. They challenged the more able students but lower level students were never talked down to. Some teachers were skilled at including all the students during the lesson activities.

T25 Lessons were planned in great detail. Learning outcomes were clearly stated and teachers also outlined their personal goals. Timings were given for each segment. The class profiles provided indicated that teachers knew their students and were able to anticipate potential problems.

T27 Students were well used to working with good effect in pairs and small groups. Monitoring was discreet and helpful. Instructions were clear and good classroom management skills were observed in most cases. Whiteboard work was generally good. Many teachers used their own materials effectively to supplement the course book and bring added variety into the lessons. Good use of videos was seen.

T28 A good range of teaching techniques was seen and there were examples of good practice in terms of concept checking, elicitation, individual and choral drilling, and monitoring. Teachers generally established a good pace in the lessons. Some work on pronunciation was seen but there were missed opportunities for integrating this into students' learning.

T29 Students were motivated and engaged in all classes.

T30 Almost invariably, the atmosphere in classrooms was relaxed yet purposeful, with students making very good use of the learning opportunities offered to them. Teachers demonstrated that they had good knowledge of even recently arrived students and were aware of their strengths and weaknesses and in most cases geared lessons to individual needs.

Classroom observation summary

The teaching observed met the requirements of the Scheme. Teachers were conscientious in their planning and preparation. The standard of teaching was at least satisfactory and often very good. Teaching techniques were varied and appropriate. The atmosphere in all the classes was good and students commented on their good rapport with the teachers.

Teaching and learning summary

The provision meets the section standard. The academic staff profile is satisfactory. The academic management team provide effective support for the teachers. The programmes of learning offered are generally well managed to the benefit of the students. The teaching observed met 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	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 The premises provide a safe and secure environment. CCTV is installed and can be viewed by staff at the reception desk, which is staffed during opening hours. Regular fire drills take place and risk assessments have been carried out for the premises as well as a fire risk assessment. Procedures for updating risk assessments are not yet completely embedded, and some of the risk assessments for premises are rather general.

W2 Clear information is provided on the availability of pastoral care. Prayer rooms are available at specified times although the signage for these was absent during the inspection because of the ongoing refurbishment programme.

W3 The school manager and welfare officer and the school services officer are the named people for pastoral care and this is underlined at induction.

W4 The policy on abusive behaviour and procedures for dealing with it is on display. It is clear and particularly clearly presented to students in the form of a flow chart diagram.

W6 Pre-arrival information includes a leaflet with information on transport between Glasgow and the two main airports in Scotland, with costs. Additional information is available to students who have booked accommodation through the school. Transfers can be provided, and costs are indicated during the online application process.

W7 The student handbook and pre-arrival information contain extensive, useful and clear information and advice on a very wide range of areas.

Accommodation profile

Comments on the accommodation seen by the inspectors

One residence was visited, as well as two homestay providers. All provided appropriate accommodation and the homestays were both of a very good standard.

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 type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>

Comments

W10 The school manager inspects all homestay providers before any students are allocated, and residences used are also inspected as part of the school's systems. In addition, the residence visited carries out its own monthly flat inspection with prior notice given to students.

W13 Host profiles are produced and these provide very comprehensive and well-presented information, including a pen portrait of the host and any other family members, maps and a detailed plan of how to travel between the host and the school.

W14 Although the school manager is clearly responsive to students and is aware through her pastoral role of any problems arising, early collection of feedback is only just beginning and there is no history of action taken in response to feedback.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 Hosts receive extremely comprehensive information about all aspects of their role in a handbook.

Accommodation: residential

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

Comments

W22 The residence visited had had problems with dirt and mess in kitchens and communal areas, and some students in the focus group were still expressing dissatisfaction about this. The school has addressed this issue by sending its own cleaner in on a weekly basis, and information provided about the residence makes it very clear what the arrangements are for keeping the area clean and tidy.

Accommodation: other

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

Comments

W24 Very good information and advice is provided about the practicalities of finding and living in rented accommodation, but the implications of these choices are not really explored.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<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 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 type="checkbox"/>	<input type="checkbox"/>

Comments

W26 The social programme organiser was not available during the inspection, but is responsible for organising regular events and excursions. The programme is well advertised around the school. In addition, teachers take their classes out as part of lessons to mutually agreed venues.

W28 Risk assessments have been produced for all organised activities, although not for teachers' class outings. Risk assessments are rather generic and there was no evidence of routine updating after activities or events. No guidelines are in place for teachers accompanying any activities in addition to the organised programme.

Welfare and student services summary

The provision meets the section standard. Students' needs for pastoral care are met, and the school provides extremely clear and extensive information and advice both prior to and after arrival. Leisure information and programmes are appropriate, although some aspects of health and safety need attention. Accommodation systems are effective and efficiently managed, and will benefit further from new systems for collecting initial feedback.

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 materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school accepts 16 and 17 year-olds on adult courses, and they account for a very small percentage of total student numbers. At the time of the inspection, two were enrolled.

C1 An appropriate child protection policy is in place, although it was very new at the time of the inspection. It includes clear procedures for all groups involved with the organisation, including hosts and group leaders.

C2 Staff have been made aware of the policy and signed to say they have read it. As the policy was introduced very recently, there is more work to do to ensure that the implications for individual roles are fully explored with staff and that full training in the implementation of the policy is provided.

C3 Parents are not specifically and clearly made aware that under 18s will be studying in an adult environment and often without supervision outside class times.

C4 These points are outlined clearly in the child protection policy but are not yet all included on information sent to prospective applicants.

C5 All staff are checked with the Protecting Vulnerable Groups (PVG) Scheme, and the safeguarding policy includes all external providers in its scope for this check.

C6 Some of the advice and guidelines in the student handbook make reference to under 18s where appropriate, although there are no rules and guidelines for this group specifically. The current students were staying with family but the school needs to develop rules and guidelines for independent 16 and 17 year olds.

C7 Under 18s who do not wish to use the homestay accommodation provided are required to provide a parental consent form with details. The two under 18s in the school were accommodated with family members. No completed forms had been retained on file for under 18s previously enrolled.

Care of under 18s summary

The provision just meets the section standard. Although the school is aware of its responsibilities to under 18s and has made provision for safeguarding, some systems require greater rigour in implementation, and both publicity and recruitment materials need updating to reflect the new safeguarding policy.
