

Organisation name	Global School of English, Edinburgh
Inspection date	20–21 August 2019

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in publicity and W1, W11, W26 and S4 have been addressed.

Summary statement
<p>The British Council inspected and accredited Global School of English Edinburgh in August 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general English for adults and young people (16+) and for closed groups of adults (18+) and under 18s.</p> <p>Strengths were noted in the areas of learning resources, academic management, course design and teaching.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

The Global School of English is one of two accredited providers owned by the same family-run company. The Glasgow School of English was the first school to be set up by the company, and the Edinburgh school was originally accredited as an extension of the Glasgow school. It has been separately accredited since 2011. The company acquired the Hamilton School of English, which ran junior and group courses, in 2011. Junior summer courses were offered in off-site premises but since the end of summer 2016 young learner programmes have operated out of the Frederick street premises under the name of Global School of English (GSoE).

GSoE runs alongside a translation and interpreting business and a Spanish school. All three businesses are operated by Global Connections (Scotland) Limited.

In March 2019 the administrator left on maternity leave. Initially her work was covered by a newly appointed administrator, but she went off on sick leave in mid-June and then subsequently left. To ensure the smooth running of the centre, the school manager from Glasgow transferred to Edinburgh for the duration of the summer while a new administrator was recruited. The new administrator was due to start at the end of August just after the inspection.

The inspection lasted two days. In this time the inspectors had meetings with the two directors of the company. They also met the director of studies (DoS) and the school manager, who between them cover all areas of the day-to-day management of the school. Separate meetings were also held with two groups of students, 18+ and under 18s, and the teachers. All of the seven teachers were observed, and one inspector visited two homestays and a student residence.

Address of main site/head office

Global School of English, 45 Frederick Street, Edinburgh EH2 1EP.

Description of sites visited

The school is on the second and third floors of a converted town house in the New Town area of central Edinburgh. There are other tenants in the building sharing the common stairway from ground level. The entrance door to the school premises leads to a self-contained area on two levels. On the lower level there are two classrooms, a reception area, a staffroom, a student lounge, and male and female toilets. The upper level has four full-size classrooms and two smaller ones.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<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"/>
ESOL skills for life/for citizenship	<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"/>

Comments

Students aged 16 or 17 can be enrolled on adult general English courses. One-to-one courses are run on request, usually to provide supplementary tuition for students on the general English programme. Courses provide 22, 15, or seven and a half hours of tuition depending on the options chosen by students. The basic 15-hour per week programme takes place in the mornings, with students following the 'intensive' 22-hour programme also having classes in the afternoon. Part-time students may enrol for just the afternoon classes.

Business English is offered as an afternoon option subject to demand and IELTS preparation classes are available as part-time afternoon options or can be combined with a morning general English programme.

From September to June closed group courses are run at the Global School of English premises in Frederick Street, Edinburgh. A variety of smaller (nine students) and larger (44 students) groups have attended over the last

year. Groups are accompanied by group leaders and receive a tailored programme. A regular closed group of adult business students from Strasberg attends a closed group course each January.

Management profile

Usually the day-to-day running of the Edinburgh school is managed by the DoS and the school administrator with occasional visits, every six to eight weeks, from one of the directors. The DoS supports and manages the teaching staff, and the school administrator, who is also the accommodation and welfare manager is managed by the Glasgow centre manager. The two directors have oversight of the Glasgow and Edinburgh schools with one taking responsibility for HR and the other for IT, marketing and publicity.

As outlined in the introduction, the Glasgow centre manager was temporarily covering the Edinburgh school administrator functions over the summer period and during the time of the inspection.

Accommodation profile

GSoE has a list of 33 active homestay hosts, 23 of whom have PVG clearance to accommodate under 18s. Homestay provision is divided into two categories based on distance from the school, with a maximum travel time of 40 minutes by public transport. All provision is half board. The school also has arrangements with two student residences, both about 25 minutes' walk from the school. One offers studio apartments and the other ensuite rooms in flats of three or five with shared kitchens.

Summary of inspection findings

Management

The provision meets the section standard. The management of the school operates to the benefit of the students, and in accordance with the provider's stated goals and values. Student administration is effective. Some inaccuracies in publicity have been corrected.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A very good range of learning resources is available, appropriate to the age and needs of the students. Thorough guidance on the use of these resources is provided for staff and students where needed. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic team has a professional profile appropriate to the context, and academic management is very good. Teachers receive thoughtful and considered guidance to ensure they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management*, *Course design* and *Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard. Students are well cared for and are provided with relevant information and advice about living in the UK. They have access to a number of interesting leisure opportunities provided by the school as well as those available in the city and surrounding areas. Students benefit from good support services, including well-managed homestay and residential accommodation. More attention needs to be paid to some aspects of safety and security.

Safeguarding under 18s

The provision meets the section standard. There is a clear safeguarding policy and staff are appropriately trained and understand their responsibilities. Parental consent forms need to be clearer about unsupervised activities and all aspects of safer recruitment need to be applied consistently. All under 18s are accommodated in homestay unless their families provide assurances about the alternative accommodation proposed.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
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M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M4 Overall this criterion is met. Despite the summer staffing challenges the very hard-working DoS and school manager ensured that core functions were covered. There was, however, some evidence that work-load and time pressures had led to some slippage in paper work for example.

M7 This criterion is met overall. A basic formal self-evaluation was introduced for the first time this year and there was evidence of feedback from M5 being incorporated. However, a lack of detail limits its effectiveness as a useful tool to support continuing improvement.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M9 Although job descriptions were available for all posts, some key information, such as evidence of review of the teacher job description and safeguarding responsibilities on the DoS job description, was missing.

M10 Some relevant recruitment information is included within the equal opportunities policy and the safeguarding policy, but there is no written recruitment policy setting out procedures.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met

M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

All criteria in this area are fully met.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

The school's publicity materials comprise a website, which is the main medium of publicity, and a number of social media sites.

M24 Although the necessary course information is included, it is not always easy to find, with for example, minimum enrolment age appearing in the facilities section.

M26 The statement of pastoral care is insufficient and does not include, for example, supervision outside class time or arrangements for journey from accommodation to the teaching centre.

M29 An incorrect version of the Accreditation Scheme marque is used on the website. This was changed, during the inspection, to the correct version and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P3 The student common room is comfortable and popular with students, but space is limited in busy weeks.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met

P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P7 Learning resources are very well organised and there is a wide range of up-to-date learning materials.
P8 Extensive materials for teachers are available and regularly used, for example, teaching journals and methodology resources. Teachers commented very positively on the materials available.
P10 Although there is no separate learning centre, there is a comprehensive selection of readers available and reading outside class time forms an integral and effective part of the teaching and learning programme.
P11 All students receive thorough guidance on using the well-organised readers and they are systematically incorporated into courses.
P12 Regular time is allocated to trialling, reviewing and extending resources. Staff and students take an active role in implementing new resources and developing best practice.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Strength

Comments

T4 The DoS has extensive teaching and academic management experience in a range of contexts.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T8 Course design is tailored very effectively to suit student requirements and caters well for continuous enrolment. Individual needs analysis forms are used to personalise student programmes of study, supported by a student grammar book, a vocabulary development programme and weekly reviews.
T9 A dynamic teaching and learning culture permeates the staffroom and classes, facilitated by the DoS. Formal and informal staff workshops are arranged to develop materials and ideas for the benefit of teachers and their students.
T10 There is a considered and consistent approach to observation. Procedures and templates are effective, and the process unanimously praised by teachers.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength

T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T11 There is a very clear statement of principles, communicated to teachers and students. Materials are matched effectively including for example a copy of a specified grammar book for each student, a reader, access to class sets of course books, and a vocabulary programme.
T12 There is clear evidence of planning, implementation and review. Input from students and teachers is valued.
T13 Detailed weekly plans covering all aspects of the course are shared with students consistently.
T15 Study and learning strategies form a key part of the programme and students are supported effectively to adopt strategies that work for them.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

All criteria in this area are fully met.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Strength
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength

T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Language models were generally very good. A sound knowledge and awareness of the use of English was demonstrated. Teachers produced accurate, relevant and clear explanations in response to student questions.

T24 Lesson plans were of a high standard. Anticipated problems and solutions identified in lesson plans showed teachers' response to weekly class feedback and to their students' learning needs. Lesson content was appropriate and topics and materials suitable.

T25 Learning outcomes were clearly identified and consistently shared with students. Activities were well staged; teachers used a wide range of materials to support learning and to bring variety to lessons.

T26 A good range of teaching techniques was seen. Teachers used prompting and eliciting confidently and checked meaning effectively. Student practice and questioning techniques were consistently well handled.

T27 The classroom environment and resources were managed well by all teachers. Technology was used confidently, and board work was well organised. A range of professionally presented materials was in evidence.

T28 Feedback from teachers was encouraging and activities were monitored well. Correction was handled effectively.

T29 A range of short evaluation tasks was used to check understanding.

T30 A good balance of student-student and teacher-student talking time was achieved in all lessons. Pair and small group work were used well and lessons were conducted at a good pace. Students were engaged and there was a purposeful learning atmosphere in all classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory, with the majority being very good. In their planning, teachers demonstrated a sound knowledge of the language, and activities followed a coherent sequence. The different needs of the students had been planned for effectively. A wide range of teaching techniques was seen, and feedback was useful and effective. Learning was evaluated, and students were engaged and motivated very effectively.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W1 Although there are a number of effective measures in place to ensure the safety and security of students, the premises risk assessment is not sufficiently specific to the particular needs of different clientele, such as groups of under 18s, and in some instances risks have been identified but no mitigating factors have been established.

W3 Students benefit from a high level of pastoral care from all staff; overall care of students is a key feature in the staff handbook. Students in the focus group meeting particularly mentioned the kindness of teachers and the careful attention of the DoS.

W4 There are sound policies in place and clear statements in a variety of formats to promote respect and tolerance within the school. Special attention is given to bullying and the zero-tolerance policy. Students commented on the relaxed, respectful and friendly ethos of the school.

W6 The school has an airport transfer service which works well and is strongly recommended for under 18s. Adult students who choose to make their own way are given very detailed information about how to get from the airport or station to the school, including costs and links to public transport websites. If students have booked accommodation through the school, very detailed individual travel information to homestay or residence is provided, including bus numbers and a route map.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W11 Although a number of safety and suitability measures are in place and are checked regularly, records showed that not all the fire risk assessment templates sent to homestay providers had been completed and returned.

W12 Very detailed and useful information is provided for both residences and homestay accommodation booked through the school, including a description of the local area and local amenities, and a pen portrait of the homestay hosts.

W13 Satisfaction with accommodation is checked verbally at induction and on an easy-to-use written evaluation form completed in the first week. Any emerging problems are dealt with promptly, with solutions recorded. A very detailed evaluation of accommodation is included in the end of course student satisfaction form.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this area are fully met.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

All applicable criteria in this area are fully met.

Leisure opportunities	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength

W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 Students have access to information about, and are encouraged to take advantage of, the many leisure opportunities available in and around the city. Students are offered help to book tickets, given advice about travel and told of the availability of free events. The school's monthly programme is advertised through an attractive notice in the common room and a list of the week's events is on every teaching room whiteboard.

W26 The risk assessment template covers generic issues, but no attempt is made to make it specific to the activity being undertaken, including mitigating factors and guidance on how to respond to situations where students are at risk.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

There were ten under 18s at the time of the inspection.

S3 Although the parental consent form covers a number of relevant points, it does not include independent travel to and from school, nor is there a statement about unsupervised time.

S4 Some sound safer recruitment procedures are in place, but there was no evidence of two references having been sought for a number of homestay providers.

S6 Although some useful rules and advice are given to students, they could be made clearer by being presented in a more effective way.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	July 2011
Last full inspection	July 2015
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
Other related accredited schools/centres/affiliates	Glasgow School of English
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	July 1998
Ownership	Name of company: Global (Connections) Scotland Ltd Company number: 188088
Other accreditation/inspection	Education Scotland

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week – 15/7
Full-time ELT (15+ hours per week) 18 years and over	24	38
Full-time ELT (15+ hours per week) aged 16–17 years	10	26
Full-time ELT (15+ hours per week) aged under 16	0	10
Part-time ELT aged 18 years and over	0	5
Part-time ELT aged 16–17 years	0	1
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	34	80
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–43	16–48
Adult programmes: typical length of stay	2–3 weeks	2–3 weeks
Adult programmes: predominant nationalities	Spanish/French/Italian	Italian/Spanish/French

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	10
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	4	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1
Comments	

The DoS has no regular teaching timetable but may provide teaching cover on occasions.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	5
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	7
Comments	

None.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	9	8
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	6	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	2
Staying in privately rented rooms/flats	9	0
Overall totals adults/under 18s	24	10
Overall total adults + under 18s	34	