

Organisation name	Golders Green College, London
Inspection date	6–7 December 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

The period of review may now be ended and accreditation continued until the next full inspection, which falls due in 2020.

Summary statement

The British Council inspected and accredited Golders Green College in December 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general and professional English for adults (16+) and for closed groups of under 18s.

Strengths were noted in the area of academic management.

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

Organisation profile

Inspection history	Dates/details
First inspection	July 2004
Last full inspection	February 2016
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accreditation under review
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1941
Ownership	Golders Green College and School of English Ltd Company Number: 06898578
Other accreditation/inspection	N/a

Premises profile

Address of main site	11 Golders Green Road, London NW11 8DY
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 is situated in north London very near to Golders Green station. The premises are comprised of two adjoining buildings (numbers 9 and 11) with a single entrance. The school occupies three floors of the buildings, which are above two cafés. The reception is at the top of the stairs and over the three floors there are six classrooms, offices for the owner/chief executive officer (CEO) and the principal/director of studies (PDOs), a teachers' room, a computer room and a kitchen for staff use. Building 11 is owned by the CEO and building 9 is on lease until the end of 2016. It is expected that the lease will be renewed.

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	36	45
Full-time ELT (15+ hours per week) aged 16–17 years	1	5
Full-time ELT (15+ hours per week) aged under 16	0	10
Part-time ELT aged 18 years and over	51	60
Part-time ELT aged 16–17 years	0	10
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	88	130
Minimum age	17	12
Typical age range	20–30	18–25
Typical length of stay	12 weeks	2 weeks
Predominant nationalities	Japanese, Italian, Spanish	Italian, Spanish, French
Number on PBS Tier 4 General student visas	N/a	N/a
Number on PBS Tier 4 child visas	N/a	N/a

Number on short-term study visas	29	35
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Staff profile	At inspection		In peak week (organisation's estimate)	
	At inspection	In peak week (organisation's estimate)	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	9		
Number teaching ELT under 10 hours/week	1			
Number teaching ELT 10–19 hours/week	4			
Number teaching ELT 20 hours and over/week	1			
Total number of administrative/ancillary staff	3			

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	4
Certificate-level ELT/TESOL qualification (TEFLI)	3
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	0
Total	7

These figures include the academic manager.

Comments
The PDoS was not teaching on the inspection days, but is normally timetabled to teach every morning.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" 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

General English courses at six levels are offered to full and part-time students, who study together in the same classes. Within the general English provision extra classes are offered during the break between morning and afternoon classes. These include pronunciation, examination practice, writing skills and conversation. Students who are aged 16–17 are enrolled on adult courses.

Teacher development courses for overseas teachers are offered and include language development as well as methodology. One course has been run this year.

One-to-one courses are offered and have been run during 2016.

Closed groups of young learners (aged 10–17) are enrolled mainly in the summer. The school only provides the tuition for these courses. There were two such groups this summer: one group of 20 French students and another of 12 Italian students.

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	3	0
Private home	0	0
Home tuition	0	0
Residential	0	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	0	1
Staying in privately rented rooms/flats	84	0
Overall totals adults/under 18s	87	1
Overall total adults + under 18s	88	

Introduction

Golders Green College was founded as Golders Green School of English in 1941. The current owner/CEO took over in 1990. Until recently he also owned a sister school, Princes College, in central London, but this was sold at the end of September 2016. The CEO and the senior registrar, who also worked at Princes college, are now able to spend more time at Golders Green College.

Many of the students, about 70 per cent, study part-time and are working as au pairs or have other jobs in the local community. Most students decide to attend the school because it has been recommended to them by former students or they have seen local advertisements. There is a wide range of nationalities in the school.

On taking over the school the CEO expanded the provision to include initial teacher training courses. These are still offered, but none have run during the last twelve months.

The inspection lasted one full day plus a half-day and a part-day. Meetings were held with the CEO, the PDoS, the senior registrar and the two registrar/welfare officers. Focus groups were held with teachers and students. One inspector visited two homestays. Six teachers were observed teaching.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 Although the management structure is understood by all current staff, the reporting lines on the school organogram are not sufficiently clear. The PDoS is still required to teach 15 hours a week, but since the sale of Princes College the CEO and the senior registrar are now able to support her more effectively. The CEO spends three or four days a week at the school and the senior registrar has a full-time post and is qualified to be the deputy designated safeguarding person. The CEO, the PDoS and the senior registrar have substantial experience and can confidently cover for each other.

M3 Job descriptions are in place. They specify roles and responsibilities clearly.

M4 In this relatively small school there is ample opportunity for effective informal communication on a daily basis. The three senior managers have monthly meetings, as do the teachers. Notes are kept to record the content of the meetings.

M5 There is a written recruitment policy and all the required measures are in place to ensure safe recruitment and to comply with statutory rules and regulations.

M8 All staff are appraised annually and the process allows for reflection on the previous year, target setting and the identification of training needs. Appropriate systems are in place for handling unsatisfactory performance.

M9 Academic and administrative staff have a number of opportunities for professional development. Regular in-house workshops are run by the PDoS, by teacher training staff or by staff who report to colleagues on external continuing professional development (CPD) events that they have attended. Attendance at appropriate external events is encouraged.

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

Comments

M10 The senior registrar and the two registrar/welfare officers are able to deal with the volume of work efficiently. Student feedback indicates that they appreciate the friendliness and kindness shown to them by the reception staff.

M12 Enrolment procedures are carried out efficiently and all students have information about payment methods, cancellations and refunds.

M13 Sampling of local contact and emergency details indicated that they are clearly identified. They can be accessed remotely.

M14 The attendance policy is clear to staff and students and procedures are in place to follow up students whose attendance is unsatisfactory.

M15 Conditions under which a student may be asked to leave a course can be found in the terms and conditions and in the student handbook. However, the language used is inaccessible to students whose first language is not English. This weakness was rectified immediately after the inspection and is no longer a point to be addressed.

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

Comments

M16 The action plan submitted by the school showed that appropriate action has been taken on the majority of points to be addressed, but this is not the case with some criteria relating to publicity. M24 and M29 have not been addressed and M23 and M24 have only been partially addressed.

M17 The review of systems and procedures, which considers student and staff feedback, takes place during the monthly management meetings, and the CEO has drawn up a development plan with clear targets.

M18 Initial, mid-term and end-of-course questionnaires are completed. They are carefully collated and any action taken is recorded.

M19 Staff are able to give feedback during staff meetings and more formally during appraisals. They reported that the CEO and the PDoS were always available and approachable if they wanted to give feedback outside these times.

M20 The complaints policy, which is included in the student handbook, is written in clear, simple English; it outlines the procedures for making a complaint and gives information about the external bodies that can be contacted when necessary.

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 descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The main medium of publicity is the school's website. Immediately after the inspection three leaflets/brochures were made available as downloads.

M21 The information is generally written in clear and accurate English, but there are a few typographical errors and some language in the terms and conditions is inaccessible. Translations are available in French, Japanese, Korean and Spanish.

M23 Course descriptions in the downloadable brochure give information about the levels offered. There is a general description of skills objectives, but these are not linked to specific levels. This was a point to be addressed from the last inspection; it has been partially addressed.

M24 Most of the course information is clear and accurate, but there are two areas which are confusing. The actual taught hours are given on the price list, but are not used consistently on the website e.g. the downloadable brochure mentions courses of '6, 9 or 12 hours a week'. There is inconsistent information about the minimum age on junior courses. Under the courses tab ten is given as the minimum age, but in the mini-data section of the downloadable brochure the age is nine. This was a point to be addressed from the last inspection.

M29 The older version of the Accreditation Scheme marque, without 'for the teaching of English in the UK' is still being used on some of the web pages. This was a point to be addressed from the last inspection.

Management summary

The provision meets the section standard. Staff management is generally effective; however, the reporting lines on the organogram are not sufficiently clear. Student administration is carried out efficiently and is sensitive and responsive to students' particular needs. The conditions under which a student may be asked to leave a course were expressed in language which is inaccessible to students whose first language is not English, but this weakness was rectified after the inspection and is no longer a point to be addressed. The procedures for staff monitoring and continuing professional development are good. The quality assurance procedures are sound and the views of students and staff are sought effectively and inform the work of the school. Not all the necessary details concerning course information are indicated in the publicity. Overall, the management systems work to the benefit of the staff and students.

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

Comments

R1 The premises are small but adequate for the number of students throughout the year. As the majority of students tend to live and work locally they are not in need of communal areas. To ease any overcrowding during peak periods when young learners are present, break times are staggered.

R2 The premises are old and difficult to maintain, but there is a rolling programme of redecoration and refurbishment. It was evident that walls had been re-painted, window frames had been repaired and painted and toilets were in an acceptable condition. Students in the focus group stated that they were satisfied with the state of repair, cleanliness and decoration.

R3 Most classrooms are spacious enough for the maximum class size. Groups are carefully allocated to the most appropriately sized rooms. All rooms have seminar chairs in a horseshoe shape, whiteboards and noticeboards. Students are able to study in comfort.

R4 Most of the students, who live and work locally, do not need to stay in the school once lessons have finished. Students who do want to socialise and buy food can use the two coffee shops immediately below the school premises and nearby cafés, snack bars and shops, which provide food at reasonable prices. The student computer room and empty classrooms provide a meeting place for students when needed.

R5 The school layout is very straightforward. Signage is clear and the noticeboards in classrooms and in the reception area are well organised and attractive.

R6 The teachers' staffroom is adequate in size for the number of teachers and each teacher has a desk. A computer, photocopier and most of the resources for students and teachers are in or just outside the staffroom. There is a separate area for making drinks. Teachers reported that they were satisfied with the facilities.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input 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 All students have to buy a coursebook. The teachers supplement the coursebooks with relevant handouts and activities. There is a small lending 'library' with graded readers and novels in the reception area.

R8 There is a good range of appropriate teaching resources, which teachers said was more than sufficient. In addition to copies of the current coursebooks, there are resources to provide extra practice and to give students a varied learning experience. ELT methodology books are available in the PDoS's office. All the resources are very well organised and maintained. Teachers have access to two photocopiers and to computers which are linked to the photocopiers.

R9 Two classrooms have interactive white boards (IWBs). Other educational technology includes CD players available for all classrooms, a DVD player and a portable TV. Teachers have received IWB training and an IT consultant provides technical support. There is a small computer room, but it is rarely used.

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

R11 Students are given advice on using the nearby local library and are often taken there early on in their course.

R12 Coursebooks are reviewed regularly as new materials are published and students' requirements change. The choice of new coursebooks is discussed at least once a year by the PDoS in conjunction with the teachers. Other materials are reviewed at the monthly teachers' meetings.

Resources and environment summary

The provision meets the section standard. The premises are small, but adequate for the current student body; the majority of students live and work in the local community. The learning and teaching resources enhance the studies of students enrolled and the range of resources for teachers is very well maintained.

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 checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

T1 One teacher does not have a Level 6 qualification. The rationale for his employment was accepted within the context of this inspection as he has completed two years of an undergraduate degree course, has completed one module of a diploma-level TEFL course and attends and delivers in-house CPD workshops.

T2 Of the teachers currently employed over 50 per cent have diploma-level qualifications.

T4 The PDoS has appropriate qualifications; a degree in modern languages, an MA in ELT and Applied Language Studies and an initial ELT certificate. She has 17 years' experience with the school and one year's experience overseas.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 When deploying teachers the PDoS takes into account their qualifications, experience and preferences.

Teachers' developmental needs are also considered; they are encouraged to teach a range of levels and to teach a

different group of students each term.

T8 The school substitution policy ensures that cover arrangements work well. One teacher without a regular contract is an emergency cover teacher, and the senior registrar and the CEO, who both have initial TEFL certificates, are also available. Teachers from the former sister college, Princes College, can be called upon to cover.

T9 New students are encouraged to enrol on a Monday, but if they cannot because of their work patterns, they are allowed to enrol on another day. The teachers' handbook explains the procedure for continuous enrolment and gives sensible advice on the necessary academic management. New students are encouraged to take a photograph of the weekly plan and are often assigned a 'buddy' to help them at the beginning of the course. At the end of lessons teachers make themselves available to talk to any new students who need support.

T10 The CPD policy outlines the procedures for a regular and effective training programme. All teachers are expected to attend an external CPD session or a webinar once a term. There are monthly in-house workshops, many of which are given by teachers who go to an external event and then give a presentation to their colleagues. Peer observation takes place twice a year; to facilitate this, a cover teacher is employed to teach the observer's class. Teachers make notes and give feedback to their colleagues. The school has a subscription to a professional journal, which teachers are encouraged to read and then to try out any suggested activities.

T11 Teachers are observed formally at least twice a year; additional observations may be done when a new teacher starts, following a complaint or at the request of a teacher. Very perceptive and useful written feedback is given, with targets set for future development. Teachers are appraised annually by the PDoS. The appraisals are based on the teachers' self evaluation and requests for future training, and are linked to the most recent lesson observation and to student feedback. In the case of unsatisfactory teaching, teachers are initially well supported. The school has a disciplinary procedure which could be used if a teacher's performance were persistently poor.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 Courses are based on a communicative approach which aims to provide personalised practice in 'real world speaking'. General English courses are based on published coursebooks which are followed over a 12-week term. An accompanying syllabus for every level and for examination preparation courses has been developed to help teachers plan courses to meet the changing needs of their students. The syllabuses have been cross referenced to the Common European Framework of Reference (CEFR) communicative competencies and 'can-do' statements. They provide 12-week guidelines for skills practice, grammar, vocabulary, pronunciation and learner training. Teachers are encouraged to use additional materials and activities to supplement the coursebooks. The extra lunch-time classes have negotiated syllabuses, responsive to students' interests and requests.

T13 Course design is reviewed by the PDoS and the teachers in staff meetings.

T14 A simple weekly plan is displayed in each classroom and learning outcomes are expressed clearly.

T15 Learner training is a component of every syllabus.

T16 Teachers have watched a webinar on the 'Total Living Experience' (TLE) and have begun to incorporate suggestions for helping students to develop their skills outside the classroom into their courses. There has recently been greater emphasis on project work in the local area. There are posters in all classrooms with suggested strategies for students to use outside school and they are given advice on useful websites and encouraged to participate in the school's social programme.

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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T17 The short written placement test consisting of a cloze test and free writing usually results in the correct placement of students. If it has not been possible for the students to have an oral test before the first class, teachers assess their speaking level in class. Many students have a free trial lesson before they enrol, giving the teacher the opportunity to see if the class is suitable for them.

T18 During tutorials, which take place every four weeks, students are given a short report which identifies strengths and sets targets for future development. Each general English class is given a proficiency test at the end of a 12-week term. The tests, which are very thorough, are linked to the final tutorial of the term. The results are recorded by the teacher and sent to the PDoS and the student.

T21 All students receive an attendance certificate with an indication of their CEFR level. On request students are given a more detailed academic report.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English, including an IELTS class and a lunch-time pronunciation class.

Comments

The PDoS normally teaches every morning but was not doing so at the time of the inspection.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Most teachers presented accurate oral and written models of the language showing a sound knowledge of grammar, lexis and the phonological system. The phonemic alphabet was used to good effect, with students well aware of how it can help them to improve their pronunciation.

T24 Detailed individual student profiles helped teachers plan lessons appropriate to the needs and interests of the students. All lessons were planned with care and course objectives were taken into account.

T25 The lesson plans focused on clearly identified learning outcomes, which teachers shared with the students. The lessons showed thematic coherence and clear progression from easier to more complex tasks based on the lesson topic. Useful supplementary materials were used to support the coursebook.

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

T27 Generally teachers managed the classroom environment competently. Handouts and worksheets, some of which were teacher-prepared, contained relevant activities and tasks. Teachers adapted the coursebook very well to suit the needs of the students and to make the lessons more interesting. Information on the conventional whiteboards and the IWBs was well organised and presented clearly in most lesson segments.

T28 Teachers monitored students' language during pair and group work. Error correction was often dealt with effectively, but on occasions opportunities for correction were missed.

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

T30 Lessons were conducted at a good pace. Students were fully engaged, participating enthusiastically in all activities. Teachers gave students many opportunities for personalisation, encouraging them to talk about their experience and interests, and to share their knowledge with the class. There was a positive learning atmosphere in all lessons and a good rapport between students and teachers. Language was carefully adapted to meet the

requirements of students at all levels. The inspectors received positive feedback from the students about their teachers and their lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The standard ranged from satisfactory to good in equal measure. Teachers showed a sound knowledge of the systems of English. Lessons were well planned and teachers managed their classes and the resources well. A range of useful techniques was seen and good use was made of elicitation, nomination and appropriate controlled oral practice. Teachers adapted their language to the level of their students and there was a positive learning atmosphere in all lesson segments. There are two areas in need of further attention: the presentation of new vocabulary and error correction.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers and the PDoS have appropriate qualifications and academic management is very effective. Teachers are carefully monitored and well supported. Overall programmes of learning are well managed to the benefit of students. The teaching observed met the requirements of the Scheme. *Academic management* 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 checked="" 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"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 Risk assessments for the use of the premises have been carried out. The entrance from the street is monitored by staff on reception, visitors are required to sign in and there is CCTV. Fire drills are held every term and a record kept of evacuation times. There are two trained first aiders.

W2 Pastoral care is provided to a good standard as appropriate for the students' age and circumstances. Under 18s on adult courses have a weekly meeting with the PDoS.

W3 The names and photographs of the registrars who are also welfare officers are on noticeboards and in student handbooks. A significant number of the students recruited from overseas are from Japan and they appreciate the opportunity to speak in their first language to one of the welfare officers.

W6 The information about transport for those arriving from overseas is given in personal emails, usually in their first language for those students travelling from Japan.

W7 The student handbooks, which are made available electronically to students before arrival, contain all the necessary information and advice. There is a handbook designed specifically for the students aged under 18 on adult courses. A short leaflet given to students on arrival summarises the most important information.

W8 Long-stay students are given advice about registering with a local doctor.

Accommodation profile

Comments on the accommodation seen by the inspectors

Two homestays were visited. Both were hosting adult students, although they had hosted students from the school aged under 18.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 Both homestays visited provided a very high standard of accommodation and services. Rooms were spacious with study tables. Bathrooms were ensuite or for the exclusive use of students. The hosts were experienced and concerned about the welfare of the students.

W10 At the time of the first visit the home is inspected for safety and suitability. Hosts are required to conduct a fire risk assessment and provide evidence of a Gas Safe certificate.

W11 Homes are revisited at least every two years. However, proof of an annual Gas Safe certificate in the intervening year is not currently required.

W12 Accommodation registers are up to date with all required information, including suitability checks.

W13 All the required information is given about the host(s), the home, the location and travel to the school, including bus numbers and costs. For some students this information is provided in their first language.

W15 Students reported that the meals provided by homestay hosts were of a very good standard: home-cooked and varied.

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 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

None.

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 checked="" 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 Clear and detailed information, advice and warnings are made available in advance via the student handbook to those students wishing to make their own accommodation arrangements.

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 type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W27 An appropriate social programme is offered, with activities depending on the time of the year and the interests of the students.

W28 Individual risk assessments are conducted, based on a generic template.

Welfare and student services summary

The provision meets the section standard. The needs for security, pastoral care, information and leisure activities are well met. The accommodation provided is of a very good standard; the management of the accommodation systems generally works to the benefit of students. The school is now aware of the need to obtain evidence of a Gas Safe certificate every year.

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

Comments

At the time of the inspection there was only one student, aged 17, studying on an adult course and accommodated with family members. During the summer the school provides courses for closed groups of students aged under 18. The age range of students in these groups is generally 14 to 17. Those in the groups aged 16 and 17 are sometimes integrated with students on the adult courses. The school is responsible for providing tuition only, so for the safeguarding of the students within, but not outside, the school premises. Accommodation arrangements and out-of-class activities and supervision are the responsibility of the London-based agent.

C1 There is an appropriate safeguarding and child protection policy. The PDoS is the principal lead and the senior registrar is named as her deputy.

C2 The policy is made known to staff and hosts. The designated lead has specialised safeguarding training; the deputy has advanced training. All staff have followed an online awareness-raising course and they have signed a shortened version of the safeguarding policy to confirm that they have read and understood it.

C3 Publicity describes the degree of direct supervision by the school of students aged 16 and 17 on adult courses. Parents sign a consent form agreeing to the arrangements made by the school.

C4 Recruitment procedures for staff and hosts are appropriate. All staff and all adults in the homestays undergo suitability checks. In the past, formal references were not required for hosts. No new hosts have been recruited in the last 12 months and the school is aware of the need for references for any hosts recruited in the future.

C5 When younger students are in the school, the top floor is for their exclusive use and they have different break-times from the students on adult courses.

C6 This criterion only applies to students aged 16 and 17 on adult courses who are not accommodated with, and supervised by, family members.

C7 There are suitable homestays available for the few students aged under 18 who require accommodation.

Care of under 18s summary

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school, and in any leisure activities and accommodation provided to students aged 16 and 17 on adult courses.
