

Organisation name	International House Manchester
Inspection date	2–3 May 2017

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

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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that weaknesses in M1 have been addressed.

Summary statement

The British Council inspected and accredited International House Manchester in May 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

Strengths were noted in the areas of care of students, accommodation and care of under 18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	2009
Last full inspection	December 2013
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	July 2014
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	The BTEC side of football programmes run by Edukick Manchester.
Other related accredited schools/centres/affiliates	International House schools and affiliates in the UK
Other related non-accredited schools/centres/affiliates	International House schools and affiliates outside the UK

Private sector

Date of foundation	IJ Tours (holding company) May 2006 Manchester school July 2007 (as Inlingua Manchester) IH Manchester September 2013
Ownership	Private limited company Company number: 05813751
Other accreditation/inspection	N/a

Premises profile

Address of main site	Brook House, 64–77 Spring Gardens, Manchester M2 2BQ
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	Hulme Hall Grammar School, 75 Hulme Hall Road, Cheadle Hulme, Cheshire SK8 6LA. One classroom was used for under 16s for the first three months of 2017.
Profile of sites visited	The school occupies part of the fourth floor of a large office block in the centre of Manchester. The premises consist of eight classrooms, a teachers' room, a reception area and two student common rooms, one of which includes a small study centre. With two separate entrances, the premises can be used in such a way that three of the classrooms and one common room can be used exclusively for younger learners or for students attending football courses.

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	80%	95%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	26	50
Full-time ELT (15+ hours per week) aged 16–17 years	8	20
Full-time ELT (15+ hours per week) aged under 16	1	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	35	70
Advertised minimum age	16	16
Actual minimum age	15	16
Advertised maximum age	N/a	N/a
Actual maximum age	18+	18+

Typical age range	18–25	18–25
Typical length of stay	1–6 months	2–6 weeks
Predominant nationalities	Omani, Italian	Italian, Spanish, Saudi Arabian
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	30	40

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	8
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT 10–19 hours a week	3	
Number teaching ELT under 10 hours a week	1	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	1
Total	3
Comments	
The ADoS was scheduled to teach 17.5 hours during the week of the inspection. The DoS works in the school for two days of the week.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	1
Total	5
Comments	
None.	

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input 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 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

All courses are currently general English courses. Students choose whether they study 15, 20, 21, 25 or 30 hours a week.

16–17 year-olds are enrolled on adult courses. Some of these are attending the programme IHM runs in partnership with Edukick Manchester, Football + English. Two under 18 students had attended the young learner programme held in partnership with a Manchester grammar school, a programme that has been temporarily suspended.

Students choose group study plus one-to-one or one-to-one on its own. Three per cent of students chose the former and five per cent the latter in the past year.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	12	7
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	1	1
Staying in privately rented rooms/flats	13	1
Overall totals adults/under 18s	26	9
Overall total adults + under 18s	35	

Introduction

IH Manchester (IHM) has been operating since 2005, initially as Inlingua Manchester. The school changed affiliation from Inlingua to the International House World Organisation in September 2013. For the past year, the school has been involved in setting up a partnership with a Manchester grammar school where young students (aged 14 to 16) will study English and then move on to study academic subjects alongside the grammar school students. It has applied for an extension of accreditation to cover this provision but the project has not yet got fully underway, although two students, both aged 15, studied at the grammar school for two months early in 2017. These students,

one of whom is still under 16, are now studying in adult classes in the main school, following discussion with parents and completion of appropriate risk assessments. Some of the other young students (16+) currently studying English in the school are attending football courses run by a partner organisation.

The current principal and director of studies (DoS), who have exchanged roles in the last two years, are now working in tandem, with the DoS, after a period of maternity leave, now working two days a week. A new post of assistant director of studies (ADoS) has recently been introduced. The two directors, the registrar and the marketing manager all work from the head office (HO) in Gloucester. The football co-ordinator and BTEC tutor works at the school in the mornings but is not involved with any of the eligible provision.

The inspection lasted two days. Meetings were held with the principal, the DoS, the ADoS, the welfare and accommodation officer (WAO), the social programme organiser (SPO) and the marketing manager (the latter via Skype). All teachers timetabled during the inspection were observed. A teacher focus group and two student focus groups, one for students who are under 18 and one for adults, were held. One inspector visited three homestays.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 Sampling identified the following issue: staff were not fully aware of the rules relating to the CLA licence and there was evidence that the school was in breach of its licence; the school should seek further advice from the relevant statutory/regulatory body.

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 type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M3 The WAO's job description makes no reference to her lead safeguarding role.

M4 The principal holds weekly online meetings with the director, who visits the school at least once a month. There is regular contact with the registrar and the marketing manager. Within the school, the open plan office, which is in the reception area, facilitates easy communication and the staffroom is very close to reception. Weekly academic staff meetings are well minuted, as are other meetings.

M8 The appraisal procedure is both robust and supportive. All staff are appraised once a year and have to complete a reflection sheet before the appraisal. The chief outcome of the appraisal is a plan for the coming year's continuing professional development (CPD). Although there is currently no written capability procedure, evidence was seen of sensitive handling of poor performance.

M9 CPD opportunities are available to all staff. The receptionist has recently attended a front-of-house refresher course. Academic staff have frequent 40-minute, in-house training sessions and can attend external events.

Financial support is given to those teachers wishing to upgrade their qualifications.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 Students and teachers praised the friendly, approachable management team. Cover arrangements are robust. The IT package has been updated since the last inspection and now provides a fast and effective system.

M11 Advice and guidance is largely supplied by the marketing manager, but academic managers provide advice to students already studying at the school.

M12 Almost all enrolment and registration is carried out at HO. However, the school performs this task for walk-in students.

M13 Both student and next of kin details are complete and are checked and updated regularly.

M14 The attendance and punctuality policy is clear and thorough. Absences are followed up quickly and the procedure for warnings is adhered to strictly. Records of warnings were seen for a number of students.

Stakeholders such as embassies or parents are kept informed at each stage of the procedure.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>

Comments

M17 Ongoing review takes place at regular meetings with the marketing manager and the director. The student journey is the current focus of review.

M18 Students complete first week and end-of-course questionnaires online and provide feedback at their tutorials. Action taken is not recorded systematically but some records can be found in the minutes of meetings.

M19 Staff provide feedback at their appraisals and during meetings. Action taken is not recorded systematically but some records can be found in the minutes of meetings.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity comprises a website, an English courses main brochure and a number of supplementary brochures for football courses.

M21 Both the print and the online publicity contain a number of inaccuracies of punctuation, spelling and sentence

structure. Many of these inaccuracies were corrected during the inspection. Poor formatting of the terms and conditions makes them difficult to read. The formatting was improved during the inspection.
M22 Met but claims such as 'outstanding course content' are difficult to substantiate. These claims were removed during the inspection.
M28 Publicity describes teaching staff as 'expert' and 'experienced' and states that 'our teachers have years of teaching experience'. These claims do not apply to all staff, particularly in the summer months. These claims were altered during the inspection.

Management summary

The provision meets the section standard. The management of the provision operates to the benefit of students and in accordance with its publicity. However, sampling of documentation revealed an issue in relation to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 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

R4 Students have the use of two comfortable common areas. A small selection of snacks is on sale and there are two water fountains.

R6 The staffroom is small and has no natural light but it is adequate for the six teachers in the school and contains sufficient storage space.

Learning resources

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

Comments

R7 Although there is a reasonable supply of appropriate learning materials, there are not enough coursebooks for students to borrow and lesson plans and observations revealed a heavy dependence on photocopies.

R8 Print materials are supplemented by a growing supply of additional resources stored on the school's main drive.

R10 A small area next to the main common room houses five computers and a small selection of reference books and readers. Students make use of a commercial virtual learning environment.

R12 Regular reviews of teaching and learning resources, involving the academic management team and teachers, result in regular changes of coursebooks.

Resources and environment summary

The provision meets the section standard. The learning resources and environment support and enhance the studies of students and provide an appropriate professional environment for staff. However, there is an over-dependence on photocopies.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T2 One teacher has an ELT/TESOL qualification that does not meet Scheme requirements.

T3 The rationale for this teacher was accepted within the context of this inspection because of her involvement in the school's professional development programme and on the grounds that she is currently undertaking a course leading to a diploma level qualification.

T4 One academic manager is TEFLQ while the other is TEFLI. The principal, who is TEFLQ, also plays a part on the academic management team.

T5 The rationale for the TEFLI member of the academic management team was accepted within the context of this inspection because of the support and training offered by the two other members of the team and because his roles are exclusively administrative. He is currently undertaking a course leading to a Diploma level qualification.

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 type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T7 Two teachers share morning classes and teachers change classes regularly to allow students to benefit from a variety of voices and teaching styles. Teachers are informed of level changes and the composition of their new classes in good time.

T9 No new work is started on a Monday morning, while new students are being tested. Schemes of work are written on Tuesdays to allow for any fresh intake of students.

T10 There is a regular CPD programme with topics often linked to observations. Teachers commented favourably on the support provided by their academic managers.

T11 Teachers are observed at least twice a year. They expressed appreciation for the feedback they receive, particularly the points to consider for the next observation. New teachers are observed up to three months after their arrival in the school.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 Course design is based on stated principles and centres on coursebook use, with teachers encouraged to use additional material to supplement it. However, insufficient written guidance is provided to help less experienced teachers to design schemes of work which do not simply follow the coursebook.

T13 There is regular review of coursebook choice. Recent changes in afternoon class focus are a direct result of the changing student nationality mix, with additional IELTS classes and a new spelling club now offered.

T14 Schemes of work are live documents which both relate directly to students' needs and include outcomes. However, they are not always written in a way that makes them easy for students to read and understand.

T16 There is some attempt to link the social programme to course content. A jobs club offers students help with getting work in the local community.

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 type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

T18 Tutorials take place every other week and records of these are kept. Students are tested each week.

T21 Reports are provided on request.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English classes and skills classes, including IELTS preparation classes.

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" 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 Almost all teachers demonstrated a sound knowledge of linguistic systems, particularly the lexical and phonological systems. In some cases over-careful delivery of language led to the disappearance of weak forms and to misplaced word stress.

T24 All teachers provided detailed class profiles. Lesson content was well-matched to students' learning needs.

T25 Well-expressed learning outcomes were shared with learners, by reference either to the weekly schemes of work or the lesson aims written on the whiteboard. Most lessons consisted of a coherent sequence of activities.

T26 Teachers used a range of appropriate techniques with confidence, including elicitation, concept checking, role play and other practice activities. Nomination was generally well used, although occasional use of whole-class questions led to only the most dominant students answering.

T27 The whiteboard was used imaginatively and was always well organised. Coursebooks were exploited thoughtfully and supplemented to cater to student needs.

T28 Teachers led learners to correct answers in a variety of effective ways, including encouraging students to correct at the whiteboard. However, opportunities to correct in the flow of the lesson were sometimes missed.

T29 Teachers frequently referred back to earlier lessons. They checked concepts effectively and often provided short tasks to enable students to check their learning.

T30 All teachers were able to engage students and to create a positive learning atmosphere through a good balance of student and teacher talking time, clear instructions, thoughtful pairing and grouping of students, good use of voice and effective pacing. Only occasionally did too much talk about language lead to a loss of attention.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory with the majority of lessons being good. Knowledge of the linguistic systems of English was sound and teachers provided generally appropriate models that matched the level of their learners. Lesson content and learning outcomes were well suited to the class. Most teachers used a range of suitable techniques with confidence and the whiteboard and class materials were managed competently. The majority of teachers had given thought to the evaluation of learning and provided useful feedback. Students were invariably fully engaged and working in a positive learning atmosphere.

Teaching and learning summary

The provision met the section standard. Teachers have appropriate qualifications and are given good support to ensure that their teaching meets the needs of their students. Programmes of learning are generally well managed. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 Good provision is made for the safety and security of students. All required fire safety measures are in place and external doors are passcode protected. An open-plan reception and administrative area facilitates the monitoring of the general school environment. Visitors are required to sign in and under 18s wear a yellow wristband.

W2 The size of the school allows the welfare and accommodation officer to learn all students' names and provide a high level of personal pastoral care. All students were very positive about the level of support they received. Prayer rooms are available and students' needs for religious observance are incorporated into the teaching timetable.

W3 The welfare officer gives the welcome induction and identifies herself as the person who can assist with any personal problems. This is supported by a separate handout, which summarises the type of support that she provides.

W4 Policies and procedures for dealing with abusive behaviour are made known to staff and students through handbooks and the welcome induction. However, the guidelines to students are not always written in accessible language. All staff have received some form of Prevent training.

W5 Students are told to put the school's emergency number in their mobile phones at induction and the number is also written on the under 18s' wristband.

W6 Students receive useful information about travel in the student handbook, which they receive before they come to the UK. In addition, personalised email communications provide appropriate details on how to reach any accommodation provided. Suitable arrangements are in place for the transfer of under 18s.

Accommodation profile

Comments on the accommodation seen by the inspectors

The majority of students stay in homestays, recruited and managed by the school. Most students are accommodated on a half-board basis although any under 16s attending the grammar school programme are provided with lunch on weekdays. Publicity states that a journey of up to 45 minutes between the homestay and school using public transport is standard. The school has approximately 50 homestays on its books.

A university hall of residence is also offered and the school makes all reservations. This is more popular during the summer months.

The inspector visited three homestay providers. All hosts visited were hosting students at the time of the inspection.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 All the homestays visited provided accommodation services and facilities of a good standard. Hosts offered a safe, comfortable and friendly home and showed a genuine and informed interest in their students.

W10 All accommodation is inspected before students are placed. The welfare and accommodation officer carries out a general risk assessment of the homestay together with the hosts. This includes the statutory fire risk assessment. Practical guidance is offered to hosts on how to maintain the safety of all student guests. All findings are recorded in writing.

W14 Informal feedback is collected at induction on the first day, followed by written feedback at the end of a student's first week. All checking of feedback is logged in the database. Any negative feedback on accommodation is promptly addressed and detailed records are kept of any action taken.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 All hosts receive a comprehensive homestay handbook including a letter of agreement, which they sign to confirm they have read and understood the rules, terms and conditions. It is the policy of the welfare and accommodation officer to go through the content of the handbook when briefing hosts to ensure that all systems and procedures are well understood. All hosts visited reported that they had been very well informed.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
W24 The school provides an excellent written guide to renting flats and bedsits and offers additional face-to-face support.					

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input 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					
W26 Noticeboards provide information on local visitor attractions and events. The leisure programme organiser, who is also a teacher, uses social media to let students know about any current events of interest. She routinely goes into class to provide information and promote events and is readily available to answer any student questions. W28 Systems are in place to ensure the safety of students on all activities. Pre-excursion meetings between staff and students identify risks and strategies for minimising them. However, some risk assessments do not focus specifically on the actual event taking place or the profile of the students visiting.					

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and information are very well met. The accommodation provided for students is of a good standard and effectively managed. Appropriate leisure activities and information on cultural events are provided. *Care of students* and *Accommodation* are areas of strengths.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

At the time of the inspection, eight students aged 16 or 17 were attending adult classes. There was one student under 16 in adult classes.

C1 There is a safeguarding policy in place covering most aspects of safeguarding with evidence of expert involvement in its production. Named people are identified as responsible for the implementation of the policy and for dealing with any allegations. Although guidance on handling delayed DBS clearance does not appear in the safeguarding document, the school's policy is not to appoint any staff or homestay providers who have not been cleared.

C2 All relevant staff and homestay hosts complete basic awareness training as part of their contract and are required to refresh this training every three years. Designated staff receive advanced training and the senior designated person has followed a specialist face-to-face course. Homestay hosts and staff are required to confirm in writing that they understand and will implement the safeguarding policies of the school.

C3 Publicity gives a description of the level of care given to students aged 16 and 17. Arrival advice and additional guidelines are sent to the parents of younger students. All parents of under 18s receive a parental authorisation form containing a full list of procedures they should be aware of as part of the registration process.

C5 Although two students under the age of 16 had been placed in a class with students of 18 years or older this had been a temporary arrangement and had been fully risk assessed. Attendance and punctuality are managed appropriately. Care is taken to ensure that under 18s do not take part in inappropriate social activities.

C6 Students are informed of curfews in homestay accommodation. There was evidence that these rules are followed very carefully by homestay hosts and monitored closely by the school.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. There is generally very good provision for the safeguarding of students under the age of 18, both within the organisation and in the leisure activities and accommodation provided. *Care of under 18s* is an area of strength
