

Organisation name	Inгла School of English, London
Inspection date	11–12 October 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Summary statement

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

This private language school offers courses in general English for adults (18+).

Strengths were noted in the areas of course design, teaching and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	September 2012
Last full inspection	September 2012
Subsequent spot check (if applicable)	October 2013 and November 2014
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	None
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

Private sector

Date of foundation	2010
Ownership	English and Skills Training London Ltd Company number: 7343266
Other accreditation/inspection	N/a

Premises profile

Address of main site	1 Wellington Terrace, Turnpike Lane, London N8 0PX
Details of any additional sites in use at the time of the inspection	None
Details of any additional sites not in use at the time of the inspection	None
Profile of sites visited	The school occupies rented premises on two floors above shops near Turnpike Lane, in north London. The school premises are set back from the main road in a row of shops and entry to the school is by staircase from street level. On the first floor there is a reception area, a classroom/resources room, a small staff kitchen, male and female toilets and a second classroom at the back of the building. There are two classrooms on the second floor.

Student profile	At inspection	In peak week: April (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	25	40
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	30	40
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	55	80
Minimum age	18	18
Typical age range	20–35	20–35
Typical length of stay	12 weeks	12 weeks
Predominant nationalities	Spanish, Turkish, Italian	Spanish, Turkish, Italian
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	2	8

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	11
Number teaching ELT under 10 hours/week	2	
Number teaching ELT 10–19 hours/week	6	
Number teaching ELT 20 hours and over/week	1	
Total number of administrative/ancillary staff	1	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Certificate-level ELT/TESOL qualification (TEFLI)	6
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	1
Total	9

These figures include the academic manager(s)

Comments

The figures include the director of studies (DoS) who has a regular teaching commitment on her timetable.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input 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

The school runs morning, afternoon and evening courses in general English for adults (18+). Preparation classes for external English examinations and IELTS are also run. At the time of the inspection there were three general English classes and one IELTS class running in the morning, three general English classes in the afternoon and two in the evening. One-to-one tuition is offered but none was running during the inspection.

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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
Arranged by student/family/guardian		
<i>Staying with own family</i>	10	N/a
<i>Staying in privately rented rooms/flats</i>	45	N/a
Overall totals adults/under 18s	55	N/a
Overall total adults + under 18s	55	

Introduction

Ingla School of English was accredited in 2012 under its previous name of English and Skills Training London (ESTL). The company was set up in 2010 by three directors. In November 2015 one director left, and in February 2016 a second director left the company. The current principal is now the sole owner. ESTL continues to be the registered company name but the school changed its name to Ingla School of English in July 2016, and a new website was set up.

Some staff changes have been implemented since July 2016 involving additional responsibilities for three members of the teaching staff; the staff concerned combine their responsibilities with a half-day teaching programme. A centre manager post was created with responsibilities for the day-to-day operational management of the school, as well as for student welfare. A second teacher has administrative responsibilities and a third is the enrichment lead, responsible for students' experience outside the classroom. A new DoS was appointed in July 2016, replacing a DoS who made regular, but not daily, visits to the school.

The school continues to provide courses mainly for students living and working in the local community, including EU students who come to the UK to work. Many students live quite close to the school. The school offers students flexibility when booking courses: they can choose morning, afternoon or evening, and can enrol for two, three, four or five days a week. If they wish, they can enrol for a three-hour session per day, or for only a ninety-minute session per day. The school does not accept students under 18, nor does it provide accommodation.

The inspection took place over a day and a half, and part of an evening. The inspectors talked to the principal, the centre manager, the DoS, the administrative officer and the enrichment lead. All teachers were observed and focus group meetings were held with students and teachers.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The new management team structure is clear and known to all staff. The centre manager and DoS both have teaching commitments but the team is a very close-knit one and they can cover easily for each other.

M3 There were no job descriptions for the principal, centre manager or enrichment lead. These were drawn up and sent to the inspectors immediately following the inspection and the situation is now satisfactory.

M4 Communication in the school is good. There are monthly, minuted meetings of the management team, with an agenda drawn up by the team. The DoS runs regular teachers' meetings. Much day-to-day communication is informal, including using emails and online applications. Staff said they felt well informed and felt that their opinions were valued.

M6 There were no references on file, and no copy of a Level 6 certificate, for a newly appointed teacher. For most other teachers there was only one reference on file. There was no ID on file for two recently appointed members of staff.

M7 Induction procedures are in place and are spread over the first few months of a member of staff's employment. There were completed checklists on file and a newly appointed teacher confirmed that her induction had been useful. Staff also receive a very comprehensive handbook.

M9 The school takes staff training seriously. All staff received first aid training in April 2016 and have completed Prevent training online; training has also been undertaken in fire safety and data protection. There are regular teachers' continuing professional development (CPD) sessions. The school contributes financially when staff attend external training events.

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 checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 The administrative officer has the support of the principal and centre manager, one of whom covers for her when she is teaching in the afternoon. She has a further timetabled hour at the end of the afternoon to review the day's administrative work. Student information requested by the inspectors was retrieved easily from the school's database.

M11 The management team all have ELT qualifications so are well able to advise students on their course choices.

M13 The records sampled showed all the required information to be complete.

M14 The school has clear policies in place on attendance and punctuality. All registers seen were up to date. Teachers exercise appropriate discretion in relation to punctuality since many students have work or family commitments which can affect their ability to arrive on time.

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

Comments

M17 Since the setting up of the new management team in July 2016, every aspect of the school's operation has been under review. The inspectors received a very comprehensive self-evaluation document reflecting the work completed so far.

M18 Students fill in an initial and an end-of-course questionnaire, both of which are expressed in very accessible language. The data is reviewed and action taken where appropriate. Action taken is sometimes recorded in minutes of meetings but there is no consistent approach to this.

M19 Staff can give feedback at meetings and in appraisals. A staff feedback form has been introduced recently.

M20 The school has an appropriate complaints policy but it is not written in a style and language that is accessible to students.

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 type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school's publicity materials comprise a website, a printed brochure and social media pages.

M21 The publicity materials are written in an accessible style and level of English.

M24 The times of classes are conveyed by means of useful timetables.

M25 The approximate cost of the leisure programme not included in the course fees is not given.

M28 The website states that all teachers are 'Cambridge qualified' and have a minimum of three years' experience. This was not true of the teaching team at the time of the inspection. The statement was removed immediately following the inspection and this is no longer a point to be addressed.

Management summary

The provision meets the section standard. The management structure is clear, communication is good and student administration is efficient. The management of the provision operates to the benefit of its students and largely in accordance with its publicity.

Resources and environment

Premises and facilities

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

R2 The premises are in a generally good state of repair. Some redecoration work has been completed, and some new classroom furniture has been purchased.

R3 The four classrooms vary in size but this is taken into account when timetabling to ensure that all students in a class can see, hear and write in comfort.

R4 There is no student common room but in breaks and at lunchtime students can stay in their classrooms, or go to one of the many cafés very close by. Students are also welcome to use the classroom/resources room at lunchtime and socialise with the staff; in good weather they can also use the small park opposite the school. This provision is adequate as almost all students only study for part of the day.

R6 There is no staffroom but teachers can use the classroom/resources room at lunchtime, and at other times when it is not being used for classes. There are eight lockers there for staff to keep materials and personal possessions in. There is a small staff kitchen.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R7 Students are required to buy a coursebook, or can rent one for a small fee if they join a class reaching the end of a coursebook. There is a good stock of supplementary materials including skills and vocabulary books, examination preparation materials, photocopiable materials, visual resources and games.

R9 One classroom has a fixed projector with laptop. The other three classrooms have laptops and there is one mobile projector available. Every classroom has a CD player. There are four computers available for staff and student use in the classroom/resources room.

R11 Although there is no self-access room, students can borrow graded readers from a collection available in the classroom/resources room. Teachers take their students to the local public library to encourage them to enrol and gain access to the English materials and resources there.

Resources and environment summary

The provision meets the section standard. The premises and facilities are satisfactory and provide an appropriate environment for students and staff. The learning resources enhance the studies of students enrolled with the provider.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" 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 checked="" 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 Two teachers did not have a Level 6 qualification. The rationale provided for Teacher A was accepted in the context of this inspection as she has several years' experience in co-ordinating roles in secondary education. The rationale for Teacher B was not accepted as there was no evidence of his engagement with post-school education. See T2.

T2 One teacher (Teacher B in T1 above) did not have an ELT qualification which meets the requirements of the Scheme.

T3 The rationale provided was accepted in the context of this inspection. Teacher B has 13 years' teaching experience in the UK and abroad and had followed an initial EFL training course with teaching practice, even though the course did not fully meet Scheme requirements. There is good support from the DoS.

T4 The DoS is suitably qualified, is an approved trainer for external pre-service ELT training courses, and has many years' relevant experience.

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 checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 The DoS matches teachers to courses based on their experience and teaching style, as well as taking into account their preferences. The inspectors had some concerns about the level allocated to a newly qualified teacher, however.

T8 Cover arrangements are good. The DoS and other members of the management team are available when not teaching, and teachers teaching morning classes can also cover afternoons and/or evenings. The principal is TEFLQ and is also available for cover.

T9 Students can enrol on any day and for any session during the day or evening. There is some good guidance for teachers on dealing with continuous enrolment in their handbook, and the week's list of can-do statements is used effectively on a daily basis to keep students informed of learning objectives. Additional catch-up work, and information about work already completed by the class, is distributed to new students using an online application.

T10 There is a CPD policy in place. Weekly teachers' meetings are held to discuss general academic issues; the DoS also runs regular development sessions on practical aspects of teaching, the topics for which are often linked to her reflections on the teaching she observes.

T11 Teachers are observed twice a year by the DoS. Observation notes on file were seen to be perceptive and constructive. A newly qualified teacher was teaching in her second week and had not yet been observed, however.

Course design and implementation

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

Comments

T12 Courses are based on coursebooks, together with a set of course objectives for each level.

T13 Coursebooks change every 12 weeks so that long-stay students do not repeat books. Teachers discuss their preferences for coursebooks with the DoS at the end of each term.

T14 Teachers draw up a set of weekly learning outcomes in language accessible to their students. These are displayed in the classrooms and each student receives a copy. Teachers were seen using the outcomes in creative ways. See T25.

T15 The DoS has implemented a system of weekly learning strategies for all students, which are displayed on noticeboards around the school. She supports teachers in integrating the strategies into their weekly course plans. Teachers are encouraged to learn and use the phonemic script to help students with pronunciation strategies. Students are also given information about useful online learning resources.

T16 The school's varied enrichment programme gives students the opportunity to visit the local area and its social and cultural amenities, accompanied by their teachers and always undertaken with a language focus.

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

Comments

T17 The school's placement test, which includes a speaking component, works well. Students can also book a free trial lesson before they enrol to check the suitability of the class and level.

T18 Students' progress is monitored carefully. There are mid-term and end-of-term exams, as well as weekly tests, with all results recorded. Students also have tutorials twice a term when they are asked to self-assess their progress, and then discuss and set learning targets with their teacher.

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	Morning, afternoon and evening classes; general English and IELTS

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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 All teachers demonstrated a sound knowledge of the use of English and were able to provide accurate written and spoken models. Explanations were clear and relevant. Almost all teachers made judicious and expert use of phonemic script and wrote up new vocabulary with helpful information, such as stress marks and parts of speech.

T24 Class profiles showed a good understanding of the learning needs and styles of students in each class. Lesson plans involved a focus on spoken and written skills, appropriate for students living and working in the city.

T25 Learning outcomes for each week, detailed in a *What can I do?* table, were used at the start and end of lessons to help students identify new language, reflect on their previous knowledge, predict possible difficulties and evaluate their performance. In this way teachers were able to differentiate tasks and assess the need for further practice. Lesson plans contained coherent and varied sequences of activities.

T26 A good range of teaching techniques was seen. Some good elicitation and prompting was observed and instructions were clear and sometimes checked; most teachers also used concept checking questions well. Students were given time to process new language and produce longer utterances. Occasionally teachers reformulated and repeated what students had said, which led to too much teacher talking time.

T27 A wide range of resources was used, including the coursebook, audio, handouts, video clips and pictures. Most teachers used the coursebook as a springboard for activities, rather than working through it in a predictable way. Whiteboard work was generally good and well organised; some purposeful use of colour was seen.

T28 Teachers monitored students' language well and gave positive and encouraging feedback. Correction was handled well by means of techniques such as encouraging self- and peer-correction, correction by echo and gesture, and note-taking by the teacher to support delayed correction.

T29 Almost all lessons included activities, such as exercises, dialogues and role plays, to help students and teachers evaluate whether learning had taken place.

T30 It was clear that teachers knew their students well and were able to motivate and challenge them, including in evening classes when students arrived tired after a day's work. Teachers managed activities well, setting up and monitoring pair work and small groups, and actively listening to students' contributions. Although in one instance the poor grading of teacher language led to some confusion among students as to what they were doing, other teachers used language always appropriate to the level of their learners. Rapport between teachers and students was excellent.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from unsatisfactory, in one instance, to very good, with the majority of segments observed being assessed as good. Teachers' knowledge of the language was sound and lesson planning was detailed and thorough, with a good focus on learning outcomes. Teachers used a range of techniques and resources. Feedback to students was skilful and students were engaged in their learning. *Teaching* is an area of strength.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Almost all teachers have appropriate ELT qualifications and are given good support to ensure their teaching meets the needs of their students. Course design is clear and there are effective systems in place to help students develop their English outside the classroom. Students' progress is monitored appropriately. The teaching observed met the requirements of the Scheme. *Course design* and *Teaching* are areas 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	

Comments

W1 Provision is appropriate for the adult students in the school and it is clear that staff take their responsibilities seriously. The main door, which opens directly on to the street, is kept unlocked to allow students to come and go easily but the main reception area is always staffed, including while evening classes are running. The layout of the

building is such that access beyond the reception area is impossible for any unauthorised visitors. Trained first aiders are always on site and the school policy is to ensure all staff undertake first aid training. Records of fire drills sampled were up to date and evacuation procedures clear. Regular building risk assessments are carried out but these could be more clearly dated and action taken recorded.

W2 Pastoral care is well managed and students' well being is a school priority. All staff have a caring attitude towards students, who are made aware of the kinds of support available when they enrol. Students in the focus groups were very aware of who to approach with any problems and were sure that help, support and guidance would be offered if needed. There is a comprehensive log of individual guidance offered to students and a record of advice given and any follow up action taken. The attention paid to the pastoral care of students and students' well being is particularly impressive given that students are adults, generally settled in the local area with a local support network.

W3 Information about who to go to with a specific problem is clearly displayed on noticeboards and in the student handbook.

W4 Policies and procedures are in place and widely available in staff and student handbooks and on noticeboards. Staff are fully aware of their responsibilities relating to the Prevent strategy. Information provided to students could be made simpler for students with lower levels of English.

W6 This criterion is not applicable. Students are resident in the local area and the school does not recruit students internationally.

W8 Advice on rights to medical and dental treatment is given in the student handbook and displayed on noticeboards. Staff actively remind students to register with a local GP promptly. This is done through lessons about living and working in the UK.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school does not provide accommodation. Students live locally and make their own arrangements.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments					
None.					

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 There is a wealth of information available about activities freely available in the local area, and useful websites for students to follow up to get the most out of their stay in London. This information is displayed on the noticeboards and in the student handbook. The school organises trips and excursions, free wherever possible or at the lowest possible cost to students, with follow-up reports and photographs displayed on noticeboards and on various social media platforms.

W27 The 'enrichment programme' offered by the school is an impressive leisure and language enhancement programme. Students participate enthusiastically in the activities organised by staff and spoke very highly of the quality and variety of the programme, which includes pub nights, excursions to places of interest in the local area, visits to museums and theatres in London and trips further afield. Teachers accompany the students on all outings and build in language learning activities and classroom follow up. Regular feedback after each trip allows future planning and refinement of the programme.

W28 Comprehensive risk assessments are in place for all activities and qualified first aiders are present at all times. A social media group is created for each activity so that staff and students are always in contact and any last minute updates or changes can be conveyed instantly.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Students are very well cared for by all staff in the school and good information and support is provided. The leisure programme organised by the school is varied and well organised and students are given ample opportunities to make the most of their stay in London and the UK. *Leisure opportunities* is an area of strength.