

Organisation name	Inlingua Cheltenham
Inspection date	5–6 April 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 three months to demonstrate that weaknesses in C1 have been addressed, and six months to demonstrate that weaknesses in M1 and M29 have been addressed.

Summary statement

The British Council inspected and accredited Inlingua Cheltenham in April 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+), in professional English for adults (21+), and for closed groups of adults and under 18s.

Strengths were noted in the areas of staff management, student administration, learning resources, accommodation, and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	1992
Last full inspection	2013
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Evening classes in foreign languages, teacher training, foundation course, state school placement, CIMA courses, work experience and online courses.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1990
Ownership	English and Vocational Academy (EVA) Ltd Company number: 07739420
Other accreditation/inspection	ISI

Premises profile

Address of main site	Rodney Lodge, Rodney Road, Cheltenham GL501HX
Details of any additional sites in use at the time of the inspection	15 and 18 Rodney Road, part of the school, which comprises three buildings.
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school is situated in the centre of Cheltenham. There are three large period houses, two adjacent and one immediately across the road. The main building, Rodney Lodge, has three floors with 11 classrooms (one of which is also used as a learning centre) and two classrooms in the grounds, a students' coffee lounge, a reception area, offices, a teachers' room, and toilets on two floors. The Business Centre is on three floors and has six classrooms, a students' coffee lounge, a teachers' room, a reception/office space, and toilets on two floors. There is a lawned area between these two buildings. Essex House is across the road and has six classrooms, two on each floor, and toilets in the basement and on the top floor.

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	98
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	67	130
Full-time ELT (15+ hours per week) aged 16–17 years	29	50
Full-time ELT (15+ hours per week) aged under 16	34	25
Part-time ELT aged 18 years and over	1	5
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	130	210
Advertised minimum age	13	13
Actual minimum age	14	13

Advertised maximum age (junior programmes)	16	16
Actual maximum age (junior programmes)	16	16
Typical age range (adult programmes)	16–30	13–25
Typical length of stay	4 weeks	2 weeks
Predominant nationalities	Italian, Japanese, Spanish, Korean, Omani, Taiwanese	Italian, Japanese, Spanish, Omani, Chinese, Taiwanese
Number on PBS Tier 4 General student visas	1	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	22	70

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	13	20
Number teaching ELT 20 hours and over a week	10	
Number teaching ELT 10–19 hours a week	2	
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	2	
Total number of support staff	8	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	3
Comments	
The assistant academic director and the senior teacher were teaching a full timetable during the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	9
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)	0
Total	13
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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 offers general English courses for adults (16+) and business English courses (21+). Throughout the year, but especially in the spring and summer, closed group courses for adults and under 18s (13 to 16 year-olds) are offered and these last between one week and ten days. Some of the 16 year-olds in these groups are integrated into general English classes for part of the day. General English students study for 15 hours in the morning and can add another 7.5 hours of skills lessons in the afternoon. Preparation for external general English examinations and IELTS is offered as part of the general English programme. It is also possible to combine general English classes with business one-to-one lessons. A few students study in the afternoons only. Business students negotiate hours to suit the individual and study in one-to-one classes or small groups (with a maximum of five students).

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	65	63
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	2	0
Overall totals adults/under 18s		
	67	63
Overall total adults + under 18s	130	

Introduction

The school has been under the present director (the principal) since 2004. The connection with the Inlingua organisation is a fairly loose one. A number of the school's students are recruited through the Inlingua network of schools, and some of the Inlingua teaching materials are used in the Business Centre. Expanding areas of business are the short-stay closed groups, both adults and under 18s, and the CLIL courses for overseas teachers. At the time of the inspection all three buildings were being used and there were two closed groups of under 18s, from

France and Italy, and a CLIL course. There were also five business students receiving one-to-one and small group tuition.

The inspection took place over two days. Meetings were held with the principal, the vice-principal, the academic director, the assistant academic director, the estate and health and safety manager, the accommodation officer, the activity administrator, the registrar and the person responsible for marketing. Focus groups were held with the teachers, the general English students and the business English students. A meeting was held with group leaders, and all the teachers were observed except for one. 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: the reliance on photocopies for short-stay students may lead the school to be in breach of the CLA guidelines; the school should seek further advice from the relevant regulatory body.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 There is a clear organogram in place, together with an additional staff list which specifies cover arrangements for each staff member. Cover duties are also referred to in job descriptions and relevant training for cover roles is provided.

M4 Governors' meetings are held at least once a quarter and are attended by the principal, the vice-principal, the academic manager, the estate manager and an outside consultant. The senior management team do not have regular meetings but are in daily contact. 'Arrivals' meetings are held weekly for administrative staff to look at the following week. These are attended by the principal, vice-principal and the academic director, who emails relevant information to all academic staff prior to their weekly meeting. Teachers in the focus group commented positively on the communication within the academic team.

M6 Staff files sampled were complete.

M7 Effective induction procedures with checklists are in place. New members of the administration team shadow colleagues and new teachers observe two classes. Recently inducted staff commented that they felt very well prepared for their role.

M8 Appraisals are carried out annually, training needs are identified and clear job objectives are set for the following year. The principal is appraised by the vice-principal and his work is monitored at the governors' meetings by the outside consultant. Appraisals for academic staff are linked to the criteria-driven lesson observations. Clear procedures are in place for dealing with unsatisfactory performance.

M9 There is an effective policy to ensure that staff development meets the needs of the individual and the organisation, with staff enrolled on appropriate training courses. These have included safer recruitment for senior staff, computer training, customer service and confidence building for administrative staff, and welfare training for relevant staff. Academic staff have attended outside workshops and have been funded to gain higher level 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 checked="" 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 checked="" 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 There are sufficient administrative staff to handle the volume of work and staff reported that their roles can be flexible to meet seasonal needs. There are good cover procedures in place.

M11 The principal, the person responsible for marketing and the registrar work together in dealing with enquiries. The academic management team are available to provide information and advice to students. Students in one of the focus groups were very satisfied with the information provided.

M13 The student records sampled were up to date. At enrolment students are asked to provide the names of two next of kin, including an English speaker, and on arrival the information is verified and updated if necessary. The relationship of the next of kin is clearly indicated. A spreadsheet with emergency contact details is produced weekly for the emergency phone holder.

M14 There is a clear and effective attendance policy. A member of the administration team checks attendance in each class morning and afternoon after the first 15 minutes. Any absences are followed up immediately and records are kept on individual students on the database.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M16 Action has been taken on the majority of the points raised at the previous inspection with the exception of the incorrect use of the Accreditation Scheme marque (see M29) and the over reliance on photocopies in lessons (see M1 and R7)

M17 Appropriate procedures are in place to evaluate and respond to student and staff feedback. Records of the governors' meetings indicate a commitment to continuing improvement.

M18 The academic director speaks to new students in the first week of their course and students complete an online end-of-course questionnaire. Feedback is analysed and reviewed by senior managers and action taken is recorded. There are periodic student focus groups, and tutorials for students who study for four weeks or more. Business student satisfaction is monitored on a regular basis by the teacher and the academic director. The principal, or the registrar, obtains feedback on a daily basis from the leaders accompanying closed groups.

M19 Staff are able to provide feedback during appraisals and at staff meetings. Occasional online staff surveys are carried out. Exit interviews are conducted when staff members leave.

M20 The complaints policy is included in the student handbooks. It is available on the website, is displayed in the student lounge in the main building and is covered at induction. All complaints and action taken are recorded. The language is not easily accessible to students with a lower level of English.

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

Comments

The principal means of publicity is the website, in addition use is made of social media, a brochure and a number of flyers.

M21 The language used in publicity is generally accessible and, with some minor exceptions both on the website and in the brochure, accurate.

M22 Overall the publicity gives rise to realistic expectations. However, photographs of locations are not captioned, which could mislead potential students.

M24 All the required information is available and easy to find. However, in the brochure only the number of lessons is indicated for some courses and not the number of taught hours.

M25 The information on costs is clear and easy to find on the website. In the brochure, all the information is provided with the exception of approximate costs for the leisure programme.

M29 The Accreditation Scheme marque 'Accredited by the British Council for the teaching of English' appears on the website and in the brochure. The marque should be that which says 'for the teaching of English in the UK'. This was a point to be addressed from the last inspection.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, the management structure is clear and continuity is assured for all roles, communication channels are effective and there are good opportunities for staff development. Student administration is well organised and there are appropriate procedures in place for quality assurance. The publicity is clear and generally provides the required information. 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. *Staff management* and *Student administration* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises provide a comfortable environment for staff and students. The student coffee lounges in the main building and the business centre are of a good size and there is a lawned area between the two buildings that students can use. There are enough suitably sized offices for senior management and administrative staff.

R2 The business centre is well presented and maintained. The other two buildings are appropriately decorated and maintained. Plans are in hand to deal with some cracks in the plaster work in the ceilings on two landings in Essex house.

R3 The classrooms are of a suitable size and number for the student profile. They are appropriately furnished and free from disruptive noise. Heating and ventilation were satisfactory at the time of the inspection. The positioning of the screens and whiteboards in some classrooms in the main building does not allow for students to see and write in comfort.

R4 In both the main building and in the business centre there are well-presented student coffee lounges with hot drinks. Water dispensers are available and there is a vending machine for drinks and snacks. Students have access to an outside lawned area. A range of reasonably priced food outlets are available nearby.

R5 Signage is clear and consistent and there are well-organised noticeboards in all parts of the school including in entrance halls, student coffee lounges and classrooms. Photographs of staff members are prominently displayed throughout the three buildings.

R6 There are two staffrooms, in the main building and in the business centre, which provide appropriate space for meetings, preparation and relaxation. Staff are able to prepare hot drinks, store and heat food.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 All students who study for four weeks or longer receive a coursebook. Shorter-stay students are provided with photocopies (see M1). There is an appropriate range of commercial coursebooks, skills books and photocopiable material. Some coursebooks have accompanying digital material. Appropriate material is available for business students including some Inlingua material. There are in-house lesson packs for short-stay closed groups.

R8 The resources are appropriately organised and are stored in the staffrooms. For general English courses separate resources are allocated to morning and afternoon classes. Teachers have access to computers and printing and photocopying facilities, and there is a good teacher development library. There are subscriptions to online materials and professional journals. The assistant academic director and senior teacher are responsible for resources.

R9 Large screens linked to computers are available in four general English classrooms. All business classrooms are equipped with either large screens or computers for one-to-one lessons. There is also a computer room for students in the main building, and computers with printing facilities available in the business student lounge. Both outside and in-house technical support is available, and teachers spoke very positively about the training and support provided.

R10 In addition to the computer room, one of the larger classrooms in the main building is equipped as a learning centre for use after class hours. Students have access to online materials, activities and exam practice tests, and are referred to useful learning websites. In a separate room there is a small library of readers.

R11 The learning centre is staffed by a teacher every afternoon who provides advice on accessing learning resources and answers any academic queries students may have. The online learning platform is available to students for a month after their course.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources and environment support and enhance the studies of the students enrolled, and provide a professional environment for staff. *Learning resources* is an area of strength.

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

T4 The academic management team consists of the academic director, the assistant academic director and the senior teacher. All three have extensive teaching experience and are qualified to diploma level. The academic director and the assistant academic director have valuable teacher training and management 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 type="checkbox"/>	<input 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 Teachers' qualifications are taken into account when they are being matched to students in the business centre. For other courses, decisions are made based on teacher experience, preference and the developmental needs of both the individual and the school.

T9 To allow for continuous enrolment no new work is started until new students join a class. Teachers discuss the new students' learning needs as part of the weekly setting of personal objectives for individual learning plans (ILPs). The staff in the learning centre are available to support new students if needed.

T10 Day-to-day support is available from members of the academic management team. Professional development workshops are held quarterly and are linked to observations. A new approach has been introduced recently to encourage teachers to attend relevant sessions on the CLIL courses. Peer observations have been carried out in the past year. Teachers in the focus group stated they would like more in-house workshops.

T11 New teachers are observed within their first two weeks. Formal observations are carried out once a year, detailed oral and written feedback is provided, and teachers are asked to assess their performance. A small number of teachers have not been observed in the last 18 months and there were no observations records for the assistant academic director and the senior teacher, both of whom teach regularly.

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 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 General English courses are designed around a suitable coursebook for morning classes. Afternoon classes are skills based. There are guidelines on teaching both morning and afternoon classes. Business centre students have a negotiated syllabus to meet their specific needs. An individual syllabus is designed for each closed group according to their requirements.

T13 The choice of coursebooks is reviewed, taking into account teacher and student feedback.

T14 Teachers prepare weekly objectives that state intended learning outcomes. These are put up in class and used by students to complete their ILPs. The weekly objectives were not always in evidence during classroom observations.

T15 In addition to the guidance on study and learning strategies in the coursebooks, there is advice on class noticeboards and in the student handbooks. Teachers help students set learning strategies on their ILPs. Students are also encouraged to keep a vocabulary notebook and are given information about websites they can use to continue their language learning outside the classroom. Students have access to the online learning platform for a month after the end of their course.

T16 Study visits are organised for business students. Study packs are available to teachers to prepare students for trips, and teachers are involved in the leisure programme. Students in the focus groups were particularly complimentary about the contributions teachers made to the enjoyment and educational value of these trips.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T18 All students have ILPs designed to encourage them to set and review learning targets each week assisted by their teacher. There are regular tests, and tutorials for students studying for four or more weeks. The teacher in the learning centre is available to offer support and guidance on self-study materials. Procedures are in place, including 'move-up' tests, to enable students to change classes.

T19 The senior teacher is the examinations co-ordinator and staff members in the learning centre are also available to advise students.

T21 Reports are available on request, but embassy-funded students receive these automatically on an interim and end-of-course basis.

T22 The academic director is able to provide advice to students on mainstream education in the UK and a poster is on display in the student lounge in the main building which outlines the process.

Classroom observation record

Number of teachers seen	14
Number of observations	15
Parts of programme(s) observed	General English, skills lessons, business English, closed group lessons.

Comments

One teacher was out on a business English trip with his student on the second day when the observation had been scheduled.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers demonstrated a sound knowledge of the linguistic systems and provided accurate spoken and written models. Models on the board included parts of speech, phonemic script and stress marks. Lexical explanations were generally clear and relevant.

T24 Lesson plans generally provided appropriate individual student profiles which were sufficient to identify learning needs. Topics were generally well chosen for the class profile. The work for closed groups was broad but suitable. In some of the weaker segments there was little evidence of teachers taking into account the different learning needs of individual students, and course objectives were unclear or not referred to.

T25 In the better segments aims were clearly outlined and ticked off as achieved. There was a coherent sequence of activities in all lessons. However, in a number of weaker segments there was no clear identification of learning outcomes.

T26 A good range of relevant techniques was seen including effective elicitation and questioning, attentive monitoring, checking of instructions and reinforcement by writing up answers and examples. In the stronger segments teachers provided both support and challenge.

T27 Classroom management and the use of resources was generally effective ensuring students participated productively. Whiteboards were well presented for the most part and there was some purposeful use of colour to differentiate language points or to highlight form. Some confident use of digital material was seen. Coursebooks were generally used judiciously although the use of a complete unit photocopied from a coursebook was observed. Photocopied handouts were not generally sourced or well presented.

T28 In stronger lesson segments an effective range of correction techniques was observed including encouraging self-correction and peer correction. In these segments students received formative feedback, in particular with reference to pronunciation. In weaker lesson segments there was limited effective feedback.

T29 Reference was made to language covered in previous lessons in stronger lesson segments, and tasks were included to allow students to see how well they could make use of the target language. However, in some lesson segments there was too little checking of students' understanding.

T30 In all classes teacher language was modulated well to the students' level. There was nomination and personalisation, with teachers showing knowledge of individual students' lives. There was a good balance of student and teacher talking time, a positive learning atmosphere and students were fully engaged.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to very good with the majority of the lessons observed being satisfactory to good. Teachers demonstrated a sound knowledge of the linguistic systems of English. There was a range of appropriate teaching techniques across most lessons and some effective feedback, but in weaker segments little checking of understanding. Teachers made competent use of resources and students were fully engaged.

Teaching and learning summary

The provision meets the section standard. The academic management team is well qualified and provides appropriate support to teachers to ensure their teaching meets the needs of their students. Programmes of learning are managed for the benefit of students and good procedures are in place to monitor student progress. Courses support students to develop study and learning strategies and to use their language skills outside the classroom. 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 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 type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 There is appropriate provision for the safety and security of students, which includes thorough procedures to cope with major incidents. Basic risk assessments for premises are in place but lack sufficient detail. Although security cameras cover entrances to the main building, access to some parts is not sufficiently secure. Plans to remedy this are at an advanced stage.

W2 Information about pastoral care is widely available. Hosts and school staff are clear about the additional care younger learners may need. Tutorials for students studying for extended periods include a pastoral focus.

W3 Photographs of the four-strong welfare team are displayed on classroom noticeboards so that students know who to approach with personal problems. Welfare team members have received advanced training in safeguarding, and are readily available.

Accommodation profile

Comments on the accommodation seen by the inspectors

Most students stay in homestay accommodation on a half-board basis or in private homes on a self-catering basis. During the inspection one inspector visited three homestays: one 'executive' homestay (a single room with private bathroom); one twin-bedded 'standard' homestay where bathroom facilities are shared; and one host offering two rooms, one a standard and the other an executive homestay.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 Homestay accommodation was good, and executive homestays were of a particularly high standard. Hosts were very positive about their role and the students placed with them. Access to Wi-Fi was good. Students and group leaders commented very favourably on their accommodation and the hospitality of their hosts.

W11 Accommodation is inspected every 18 months, and earlier if a student has not been placed there for an extended period. Paper-based and electronic records are detailed and thorough.

W13 Students receive very detailed information about their homestay, including a pen portrait of their hosts, and payment and cancellation arrangements.

W14 Students are encouraged to give feedback on their accommodation on their first day at the school. They are introduced to the accommodation officer during induction so that they know who to contact with any problems subsequently. When problems arise, follow up is prompt and effective.

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 checked="" 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 Information on terms and conditions for hosts is very clear. Hosts receive and sign a new agreement at each re-inspection of the accommodation they offer.

W19 Hosts, including those who also provide accommodation to other providers, have a good understanding of the criterion concerning students' first language.

Accommodation: residential

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

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 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 A good range of information is provided on activities the school organises and concerning events locally. The activity co-ordinator helps students wanting to book tickets to specific events elsewhere. Group reports and social media posts provide good additional encouragement to take part in activities.

W27 The leisure programme is wide ranging, suitably varied and designed well to meet the needs of the different ages and interests of the students. Most activities are led by teachers, including popular excursions to attractions such as Stonehenge. Students are very positive about the leisure programme, and the involvement of teachers in it.

W28 Risk assessments for leisure and sporting activities are detailed and thorough.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The school demonstrates a commitment to looking after its students, and makes sure they are well informed. Homestay accommodation amply meets students' needs, and is effectively organised. The school offers a well-chosen mix of popular social, sporting and other leisure activities catering well for the range of students. *Accommodation* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Students aged 16 and 17 are enrolled on adult courses, or form part of closed groups. Students under 16 are normally taught in closed groups. At the time of inspection of a total of 130 students, around a quarter (29) were 16 and 17, and approximately a quarter (34) were under 16. At peak, the proportion aged 16 and 17 is similar, but there are fewer under 16s.

C1 A detailed policy covers most aspects of safeguarding very effectively. It includes practical documentation such as reporting forms and has benefited from expert external advice from specialists in child protection. However, the role and identity of the senior designated person is not referred to consistently across the policy and supplementary information, nor the fit with other staff with welfare responsibilities. Although when recruiting new staff the school takes suitable steps when DBS checks are delayed, these arrangements are not specified in the safeguarding policy.

C2 Staff are well trained. All teaching staff receive basic safeguarding awareness training, welfare staff have completed training in child protection to advanced level, while the senior designated person has followed a range of advanced safeguarding and child protection training. The full safeguarding policy is available to staff and students on the school's website and is usefully supplemented by a leaflet for staff on noticeboards and in the information supplied to homestay hosts.

C3 Parents and others receive suitable information before enrolment about transport arrangements and limits to the supervision of 16 and 17 year-olds on adult courses. However, the school does not systematically collate and clearly communicate information about the enhanced pastoral care it provides for younger learners and the detailed supervision that they receive.

C4 All aspects of this criterion are met. The safeguarding policy makes detailed reference to safer recruitment procedures.

C5 All students under 16 are taught on the main site with others of their age group. They are supervised carefully by a named member of staff during breaks, and are easily identifiable by the lanyard they wear, which is a different colour to those worn by older students. In the summer period, when students under 16 arrive individually or as part of a closed group which includes over 16s, they are taught with others under 16 who may be from other closed groups. All under 16s are required to take a full programme, which includes participation in supervised activities when away from the classroom. During activities, the ratios of school staff to students under 18 are appropriate; group leaders where present are supernumerary. Staff leading leisure activities for adult student are informed of any 16 and 17 year-olds taking part, and provide a suitable level of oversight.

C6 Arrangements for the supervision and safety of students under 18 outside scheduled classes and activities meet all aspects of this criterion. Curfews are differentiated according to students' ages and clearly communicated to school staff, group leaders and homestay hosts, as well as to students themselves.

C7 All students aged under 18 are accommodated in homestay. Hosts receive appropriate guidance specific to the age of the students staying with them, and have the school's 24-hour number for use in emergency.

Care of under 18s summary

The provision meets the section standard. Detailed and largely suitable policies and procedures are in place to safeguard students under 18. However, written policies do not specify clearly the role and identity of the senior designated person for safeguarding or contingencies for when DBS checks for newly-appointed staff are delayed. School staff are well trained in safeguarding. Arrangements for the safeguarding of students during leisure activities and in homestay accommodation are appropriate.
