

Organisation name	Inlingua Edinburgh
Inspection date	23–24 October 2017

Section standard	Met	Not met
<b>Management:</b> 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"/>
<b>Resources and environment:</b> 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"/>
<b>Teaching and learning:</b> 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"/>
<b>Welfare and student services:</b> 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. However, evidence must be submitted within three months to demonstrate that weaknesses in staff management, T10 and T11, and W1 have been addressed. The required evidence was subsequently submitted.

### Summary statement

The British Council inspected and accredited Inlingua Edinburgh in October 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](http://www.britishcouncil.org/education/accreditation) for details).

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

The inspection report noted a need for improvement in the area of staff management.

Strengths were noted in the areas of publicity, premises and facilities, and leisure opportunities.

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

## Organisation profile

Inspection history	Dates/details
First inspection	December 2009
Last full inspection	October 2013
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	June 2015
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Modern foreign language classes: groups, one-to-one and in-company
Other related accredited schools/centres/affiliates	Inlingua Cheltenham
Other related non-accredited schools/centres/affiliates	350+ Inlingua schools world-wide including Inlingua London

## Private sector

Date of foundation	May 2005
Ownership	Name of company: Languages a la carte Ltd Company number: SC 284657
Other accreditation/inspection	N/a

## Premises profile

Address of main site	40 Shandwick Place, Edinburgh EH2 4RT
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited:	The school occupies the top floor of a four-storey building, situated close to the centre of the city and on frequent public transport routes. Accommodation consists of seven teaching/training rooms of varying size, a student common room, a teachers' room, an administration room used by the marketing staff, the director's office and a reception area used by the administration manager, the director of studies, the accommodation officer and the current intern, a small kitchen and bathroom facilities.

## Student profile

	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	14	45
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	19	4
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>33</b>	<b>49</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: actual minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: actual maximum age	N/a	N/a

Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18	18
Adult programmes: actual minimum age	18	18
Adult programmes: typical age range	19–40	18–55
Adult programmes: typical length of stay	2 weeks	2–9 weeks
Adult programmes: predominant nationalities	French, Spanish, German	French, Spanish, German
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	2

<b>Staff profile</b>	<b>At inspection</b>	<b>In peak week (organisation's estimate)</b>
Total number of teachers on eligible ELT courses	7	8
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT 10–19 hours a week	3	
Number teaching ELT under 10 hours a week	2	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	0	

#### **Academic manager qualifications profile**

<b>Profile at inspection</b>	
<b>Professional qualifications</b>	<b>Number of academic managers</b>
TEFLQ qualification	0
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	1
<b>Total</b>	<b>1</b>
<b>Comments</b>	
The director of studies (DoS) can teach up to ten hours per week but was not teaching in the week of inspection. The DoS often teaches Erasmus+ teacher training and CLIL courses.	

#### **Teacher qualifications profile**

<b>Profile in week of inspection</b>	
<b>Professional qualifications</b>	<b>Number of teachers</b>
TEFLQ qualification	1
TEFLI qualification	5
Holding specialist qualifications only (specify)	N/a
YL initiated	N/a
Qualified teacher status only (QTS)	N/a
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	1
<b>Total</b>	<b>7</b>
<b>Comments</b>	
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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

Other: English+ work placement for EU students, graduates and professionals. Three students were in placements and would be attending one support class later in the week of the inspection.

The school runs General English courses at a number of levels for groups, maximum ten, for 15 hours per week. An intensive course, 22.5 hours per week, combines General English morning sessions with afternoon options, which include Spoken Performance, English Examination Preparation, Business English, a range of English for Special Purposes (ESP) courses and one-to-one tuition. Business English and ESP courses are also available in small groups, maximum four, and one-to-one. Erasmus+ programmes in English plus Teacher Training and Work Placement programmes are also offered and run. All types of provision described above were running during the week of the inspection, as well as evening classes in General English and English Examination Preparation.

English Plus courses, including English Plus Culture, English Plus Golf and English Plus Whisky, can also be arranged for small groups or individuals, but were not running at the time of the inspection.

All students are over 18.

### Accommodation profile

#### Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	5	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	0	N/a
Hotel/guesthouse	1	N/a
Independent self-catering e.g. flats, bedsits, student houses	2	N/a
<b>Arranged by student/family/guardian</b>		
Staying with own family	0	N/a
Staying in privately rented rooms/flats	25	N/a
<b>Overall totals adults/under 18s</b>	33	N/a
<b>Overall total adults + under 18s</b>	33	

## Introduction

Inlingua Edinburgh, established in 2005, is one of three Inlingua schools in the UK, operating under licence from Inlingua International AG, which is based in Bern and has over 350 schools around the world. The school uses Inlingua methods of teaching, which are very similar to communicative ELT approaches, and some Inlingua materials, especially for business and professional English.

The school makes full use of its location in a capital city and incorporates experience of the culture and history of Edinburgh in all its programmes. All students are over 18 and are referred to as clients and the teaching is referred to as training.

At the time of the interim visit in June 2015, the TEFLQ director of studies (DoS) had left and a TEFLI-qualified member of the existing teaching staff had taken on the role in an acting capacity until a qualified DoS could be appointed. In September 2015, the Accreditation Unit was informed that no suitable external candidate had been found and the acting DoS had been confirmed in his post. Further correspondence established that the DoS would enrol on a diploma-level course and, in the meantime, would be supported in some areas of his work by a TEFLQ member of the teaching team.

The inspection took place over one and a half days and one evening, and included meetings with the director, who is also the owner, the DoS, the admissions and office manager, the accommodation officer, the head of marketing and communications, and the TEFLQ teacher designated to support the DoS. Focus group meetings were held with students and staff. One inspector visited two homestay providers. All six teachers teaching on the days of the inspection were observed.

## 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

M3 The job description of the DoS does not mention his foreign language management duties. The job description of the TEFLQ teacher appointed to support the DoS does not give any details of his support duties or state that he has a supporting role. Job descriptions are in a variety of formats and provide different amounts of information.

M4 Communication channels, formal and informal, are fluid and effective. Attendance at the weekly teaching team meetings is contractual; the management team meets as and when points need full discussion. Notes are kept. Staff confirmed that close geographical proximity and the accessibility of all staff ensures that informal communication works well.

M5 The school does not have a written human resources policy nor a set of procedures to follow when recruiting and appointing staff.

M6 Endorsed copies of qualifications of staff are filed. Identity checks had not been carried out for all recently appointed staff, however, and no references were on file for three of the most recently appointed staff.

M7 Induction procedures are in place and the teachers' handbook is a useful document. Staff in the focus group meeting confirmed that induction had been satisfactory.

M8 Administrative staff have been appraised by the director. Teaching staff are to be appraised by the DoS in December 2017. They were not appraised in 2016.

M9 Although there is no formalised policy or procedures to ensure continuing professional development (CPD), evidence was seen of training arranged and undertaken by administrative and teaching staff, e.g. the admissions and office manager was trained up before her promotion to the post and the DoS is being supported on his diploma-level training course.

### Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input checked="" type="checkbox"/>	<input 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 Administrative matters are handled courteously and efficiently. These findings were confirmed by students in the focus group meeting and through evaluation forms. Additional help from other staff and an intern is available during the busy summer and to cover breaks and holidays.

M13 Students' emergency contact details are recorded on the online application form. Any gaps in this information are noted by administrative staff and information is sought on the first morning and recorded on the interview form. Currently, this information is not automatically transferred to the database, so emergency contact details of some students are not accessible at all times. Changes were made in recording procedures during the inspection to ensure remote access was available to relevant staff through the database so this is not a point to be addressed.

M14 The student attendance policy is made clear to students and the recording of absence and follow-up procedures were seen in action during the inspection.

### 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 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 All points to be addressed from the 2013 inspection had been addressed by the time of the 2015 interim visit.

M18 Staff check student satisfaction with all aspects of their stay within the first two days and then frequently during their course. Course content and coverage is reviewed every Friday. A detailed student satisfaction survey is carried out at the end of the course. These documents indicated high levels of satisfaction with all aspects of the course. Any less than positive comment is followed up before the student leaves or very soon afterwards. Continuing satisfaction of long-term students is checked through the weekly coaching sessions. There is a suggestion box in the students' room but it is not used as students have ample opportunity to provide feedback more directly.

M19 Staff give informal feedback constantly and more formally through meetings; evidence was seen of action taken in response to suggestions for improvement.

M20 There is a clear statement of the complaints policy in the *Welcome Pack*, including a reference to the British Council as an ultimate body to refer a complaint to. Any level of student dissatisfaction is dealt with promptly and records of outcomes are kept.

## Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

Inlingua has a website and a brochure and uses a number of forms of social media. A draft of the 2018 publicity showing improvements in some of the points mentioned below was seen during the inspection.

M21 The language is very clear and accurate throughout, and at an appropriate level for the majority of students wishing to attend this type of school. The website is easily navigated and text, tables and photographs in all media are attractively presented, with good use of colour and layout.

M22 Information about the school is clear and accurate; information about Edinburgh is presented in a very attractive and interesting way. Photographs are not captioned but there is no possibility of their being misleading. Students had not been disappointed in their expectations of the school.

M23 Course descriptions are detailed and clear. Content, levels and length of course are provided, as well as the possibility of combination courses and individual tuition.

M24 All details are provided clearly. Course length is currently given in number of lessons with each lesson lasting for 45 minutes and for some courses the number of hours is also stated; sample timetables show attendance times. The new publicity, however, clearly states length of course in hours.

M25 All costs are very clearly stated on the website and as a separate pricelist to accompany the brochure. Estimates of examination entry costs on the new website have replaced the advice to consult the examination website.

M27 The information about the school's leisure programme is comprehensive, presented in an attractive way, and accompanied by examples, the current week's programme and any associated costs.

M29 The Accreditation Scheme marque is used correctly. The school claims to be a member of the British Council in its 2017 brochure. This was corrected in the new brochure so is no longer a point to be addressed.

## Management summary

Although some weaknesses were noted in staff management, the school is well managed overall for the benefit of students and staff. Student enquiries, application and enrolment are dealt with efficiently and student data is now up to date and available to relevant staff as needed. Student satisfaction is a high priority and staff and students are provided with a number of opportunities to give feedback, which is taken seriously and acted upon. Publicity is clear and easily accessible and provides students with accurate information about their course and other aspects of their stay in Edinburgh. *Publicity* is an area of strength. There is a need for improvement in *Staff management*.

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 school provides a pleasant and comfortable place for work and study. Classrooms are of varying size, with three that can comfortably seat the maximum group size of ten students and four that can accommodate smaller groups and individual students. Only at times in the summer is the accommodation used to full capacity. Reception and office space is adequate and all members of admin staff have work places and access to IT facilities. The students' room is spacious and only at peak times are breaks staggered. The stairway from ground level is wide and well maintained.

R2 The school is well decorated, spotlessly clean and in keeping with the professional clientele it serves.

R3 All classrooms are adequate in size, with desks and tables which can be moved into various configurations, and comfortable seats. Rooms have good natural light and are adequately heated and ventilated.

R4 The students' room, where free tea and coffee are available at break times and where they can eat their lunches, is much appreciated by the students. It has comfortable seating, two computers, a TV and a selection of magazines and local information brochures. It is also used as a self-access study room and library and students can work there at any time between 09.00 and 20.00, when not in class. The school is in an area of the city well supplied with food outlets.

R5 Signage is clear and emphasises the international character of the school, with room names (colours) in various languages, photoboards of all staff including those teaching foreign languages, and decorative flags of many nations. Noticeboards are particularly well organised and informative.

R6 The teachers' room is adequate in size providing work and storage space for all staff and easy access to teaching materials.

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

## Comments

R7 There is a plentiful supply of up-to-date coursebooks at all levels; these form the core of general English courses. They are available as class sets and are for use in school only. Inlingua-brand materials, as well as other published materials, are used for business English and specific professional courses. Some specialist professional-area Inlingua-brand books are provided for the students as part of the course. Examination preparation courses are coursebook based. The school has a good supply of examination preparation books but most students buy their own.

R8 A wide selection of materials of all types and levels is available in the teachers' room, including teachers' books, and a collection of useful CDs. There is a good supply of skills and supplementary materials and some teacher reference works. They are well organised and accessible. Teachers said they were well resourced.

R9 There are CD players in every room, data projection facilities in two rooms and teachers have access to laptops for classroom use. Technical help is supplied by the head of marketing and communications, but staff said he was not always available. Although the building is Wi-Fi enabled, the inspectors were told that the connection was unreliable. The director has arranged for a more reliable system to be installed.

R10 There are two computers for student use in the students' room, some self-access materials and a list of useful websites.

R11 The students' room also serves as a library, with a good selection of general interest and travel books, some novels and biographies and a small collection of graded readers.

R12 Resource management responsibilities are listed in the DoS's job description. Consultation with staff with regard to new or additional resources is mentioned in minutes of meetings and teachers in the focus group said their requests were always met.

## Resources and environment summary

The provision meets the section standard and exceeds it in some respects. Students and staff benefit from working and studying in very pleasant premises and having access to a good supply of teaching and learning materials. The environment is entirely appropriate for professional staff and students. *Premises and facilities* 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T2 One teacher does not have an ELT qualification that meets the Scheme requirements. Three out of four teachers on teacher development courses are not TEFLQ.

T3 The rationale for the teacher without an ELT qualification was accepted in the context of this inspection as he has master's degrees in English and French and a PGCE in English and French. One teacher of the four who teach on the teacher development courses is TEFLQ; two, one of whom is an expert in bilingual education and the other has some experience of teacher training, are currently studying on TEFLQ courses. The fourth teacher is TEFLI and has some experience of teacher training. The teacher training team works together closely and provides appropriate mutual support.

T4 The DoS is TEFLI.

T5 The rationale for his employment is accepted in the context of this inspection because he has master's degrees in English and in Culture and Social Change, is TEFLI, and is currently studying on a TEFLQ course. He has over 20 years' English language teaching experience and some experience as a DoS abroad. A TEFLQ member of the teaching team has been designated to provide support for the DoS.

### Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T8 If a teacher is absent, cover is provided from the regular team or the DoS. The record of work, the weekly plan and effective communication by means of an app. shared by staff helps to ensure continuity.

T9 Continuous enrolment is well managed. New students join groups every week. The makeup of existing groups can change every week also because of progress tests. Although the programme for the week has been determined to a certain extent by the Friday review, it is flexible enough to allow for new students to join at the appropriate level. The small size of most groups makes it relatively easy to absorb new students. The use of a coursebook also helps to make continuous enrolment work well as students can check what has gone before and ask for extra help if they need to catch up.

T10 Teachers in the focus group meeting spoke of high levels of support from the DoS and from their colleagues. There was no evidence of a CPD policy, however, and there have been no organised in-school CPD sessions since December 2015.

T11 Four of the six teachers teaching during the inspection had been observed in the last year by the DoS, who is not TEFLQ. Oral and written feedback was provided and teachers found this helpful, but the individual feedback did not include areas for individual future development, nor was there any evidence that observations would lead to a programme of useful CPD sessions for the team.

### 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 type="checkbox"/>	<input type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T12 General English and examination preparation courses are largely coursebook based at a range of levels. Business English courses are tailored to respond to the needs analysis carried out with the individual student or small group. Sometimes this is specific to particular professions. The weekly review to some extent determines the content and direction of the following week's programme, so flexibility and response to student needs is basic to all courses, as is the emphasis on spoken English. Evaluation forms seemed to indicate that almost all students felt they were on a course designed to fit their needs.

T13 Courses are being reviewed continuously in order to respond to student needs as expressed in the weekly review that takes place on Friday and which helps to determine the next week's programme. One-to-one courses are reviewed at each session.

T14 The weekly programme, informed by the Friday review and any new students joining the group, is shared with the students on Monday morning.

T16 Students are encouraged to develop their language outside the classroom in a number of ways, but particularly through the social programme, which is organised and staffed by teachers. (See W27.)

#### Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

T17 Students are placed with care. They are assessed for level through a pre-arrival online test and a telephone or online interview. Students may also have an interview on the first morning. One-to-one students complete a detailed needs analysis.

T18 Minutes of teachers' meetings show that student progress is carefully monitored and, if appropriate, adjustments to level are made or extra care recommended. Students said they measured their own progress through weekly tests and an awareness of their increased confidence in using English. Long-term students (four weeks or more) are assigned to a teacher/coach for weekly individual sessions when progress is discussed, areas for improvement identified and additional language work recommended. Coaching sessions and test results are recorded.

T21 Academic reports are produced on request.

#### Classroom observation record

Number of teachers seen	6
Number of observations	7
Parts of programme(s) observed	One general English group; one business English group; one teacher training session; one one-to-one session; two skills groups and one examination preparation evening class.

#### Comments

One teacher was seen twice for an evening class to be seen.

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

#### Comments

T23 Teachers demonstrated sound knowledge and awareness of the use of English and provided accurate models for students, sometimes with helpful reference to students' first language. A couple of teachers' spelling mistakes were noted.

T24 The content of most lessons was relevant to the students' needs and within the scheme of work for the course, level and the weekly programme. In one-to-one lessons, the student's employment needs were taken into account and specific functions were taught and practised. The focus of skills lessons was not always clear, however, and the work set was not always relevant to student needs. Some lesson plans miscalculated the length of time tasks would take.

T25 Most lesson plans were expressed in terms of teaching objectives, rather than student learning outcomes. These aims were usually shared with students by being written on the whiteboard but again as items to be taught, rather than giving some indication of what the student would be able to do in the language by the end of the lesson. Lesson plans showed good staging of activities for the full lesson, as well as the segment observed. Homework was planned to reinforce learning.

T26 A range of teaching techniques was seen, including patient eliciting, sensitive prompting and useful expansion of target language. Some good concept checking was noted; this technique could have usefully been more widely used. Sometimes, as a result of complex explanation of language points, there was too much teacher talk.

T27 Coursebooks were used well overall, and only occasionally was there too much dependence on the coursebook. Some useful Inlingua material was used to good effect. Some good zoning of whiteboards and use of colour helped to clarify language items. In some cases, students would have benefited from seeing new language written on the whiteboard and there were a number of missed opportunities to reinforce pronunciation through means such as indicating word stress when putting new vocabulary on the whiteboard.

T28 Some good examples were seen of self, peer and delayed correction, as well as efficient and effective feedback on class tasks. Some timely correction of pronunciation was also noted although sometimes this was rather intrusive.

T29 Some effective feedback on class tasks was seen.

T30 One-to-one sessions were purposeful with student and teacher fully engaged in the learning process. The atmosphere in most classes was relaxed and students were fully engaged. Only occasionally did students switch off, either because the activity did not interest them or the teacher's language was not graded appropriately.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme. It ranged from good to barely satisfactory, with the majority in the satisfactory category. Overall, lessons were well planned to provide students with a range of learning tasks relevant to their needs, although aims of lessons as expressed in lesson plans were not always stated as student learning aims. Teaching and learning materials and classroom facilities were used effectively, for the most part, and teaching techniques were appropriate for the type of students in the class. In most segments observed, students were fully engaged in the learning process.

#### Teaching and learning summary

The provision meets the section standard. Experienced teachers work well together to deliver interesting courses, relevant to student needs. Some aspects of academic management, for example, course design, student placement and monitoring of student progress, are carried out efficiently, but teachers have not had the benefit of monitoring by a fully qualified academic manager and have not taken part in any formal CPD sessions for the last two years. 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

#### Comments

W1 The school is located on the third/top floor of a building with a secure entry system at street level. Access to the school is by a single staircase, which is monitored by staff at reception. A risk assessment of the premises is in place, and is reviewed regularly. Students are given information at induction about staying safe. The inspectors were told fire drills are held twice a year but there were no records on file. The fire alarm system is tested weekly, and fire equipment serviced annually. The accommodation officer is the only member of staff trained in first aid, which is not satisfactory because she only works part-time. Two full-time members of the administrative team were booked onto first aid courses in the month following the inspection.

W2 There is a very friendly and supportive atmosphere in the school. All the staff know the students well and understand the importance of ensuring their well-being. Longer-stay students have one-to-one coaching sessions which include a pastoral focus. Information on places of worship is provided and a room is available as a prayer room on request.

W3 The director is the named welfare officer but students confirmed that they could speak to any member of staff. There is a photoboard in the main corridor with the names of all staff.

W4 The school has a policy for dealing with abusive behaviour which is included in the welcome pack for students. The policy is not made known to staff but a text was prepared and added to the staffroom noticeboard during the inspection. The school has not yet put in place any measures related to the Prevent policy.

W6 Transfers can be requested and are handled efficiently by the accommodation officer, who uses a trusted taxi company.

W7 The student welcome pack and handbook provide a good range of practical information about living in Edinburgh. The language in parts of the handbook is too complex for lower-level learners.

### Accommodation profile

#### Comments on the accommodation seen by the inspectors

The school offers homestay accommodation year round, either on a half board or a self-catering basis. There is a choice of executive rooms with private bathroom, or standard rooms, some with private bathroom and some with shared bathroom. All homestays offer Wi-Fi provision. Most homestays are within a 40-minute bus journey to the school. The school is able to provide information about residential accommodation in Edinburgh on request, but does not advertise this as an accommodation option.

One inspector visited two homestays, both offering standard rooms, one with private bathroom and one with shared bathroom.

### Accommodation: all types

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

W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>
<b>Comments</b>					
W9 The accommodation visited was of a good standard, with all the required facilities and services in place. Both hosts were very friendly, with a clear awareness of the importance of providing a comfortable, safe and welcoming home for their student guests.					
W10 The accommodation officer inspects all new accommodation before placing a student, and completes a checklist. Hosts sign to say they have completed a fire risk assessment based on a written outline provided by the school. The school's document was amended during the inspection to make it more comprehensive. Gas Safe certificates are checked, where appropriate. One new host had a confirmation of a boiler service on file, but no Gas Safe certificate.					
W13 The confirmation of accommodation booked for a student contains clear information about the host, as well as the location, payment and travel arrangements. The confirmation letter does not include the conditions and procedures under which accommodation arrangements can be terminated. This information was added immediately following the inspection and is no longer a point to be addressed.					
W14 Staff check with students individually on their first day that they are happy in their homestay. Feedback on accommodation is checked carefully and any issues followed up promptly, and recorded.					

#### Accommodation: homestay

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

#### Comments

W17 Hosts receive a useful document containing information and advice on all aspects of hosting students.

#### 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 checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

W24 Students only very occasionally ask about finding independent accommodation, and then information and advice is available from the accommodation officer.

W25 The school provides a list of hotel accommodation in Edinburgh but does not recommend specific hotels. Students are advised to contact the hotel directly to make their own booking.

### 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 Students are provided with a good range of information about activities and events in Edinburgh, both on school noticeboards and on the school's social media pages, which are updated regularly. Weekend excursions are offered via an external travel company. School staff can also advise and help with booking travel arrangements for weekend activities.

W27 The school runs a weekly programme which includes pub nights, whisky tastings, Scottish dancing and visits to the theatre, museums and galleries. The programme is very popular with students. Every visit or activity is led by a teacher, and this is also much appreciated by the students. Every Monday one of the teachers who is a qualified guide leads a walking tour of the city for new students. The leisure programme is rotated every three weeks, and every two weeks in summer, and some changes made, so that the programme is always of interest for longer-stay students.

W28 Risk assessments are in place. They include general guidelines about responding to situations where students are at risk but these are insufficiently specific to each activity undertaken.

#### Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of the students for pastoral care and information are met. The accommodation provided is suitable and the management of the accommodation systems works to the benefit of the students. A varied programme of leisure activities is offered, and is popular with students. Some measures are in place to ensure the safety of students on the premises but fire drills are not recorded and the first aid provision is not adequate. *Leisure opportunities* is an area of strength.