

Organisation name	The Language Gallery, London
Inspection date	23–25 August 2016

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

### Recommendation

We recommend continued accreditation.

### Summary statement

The British Council inspected and accredited The Language Gallery, London in August 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the areas of quality assurance, premises and facilities, academic management, course design, teaching, care of students and leisure opportunities.

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

## Organisation profile

Inspection history	Dates/details
First inspection	2008
Last full inspection	2012
Subsequent spot check (if applicable)	2013
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	N/a
Other related accredited schools/centres/affiliates	The Language Gallery, Birmingham and Manchester
Other related non-accredited schools/centres/affiliates	The Language Gallery, Toronto and Hannover

## Private sector

Date of foundation	29 July 2008
Ownership	Accent Language Limited Belmont House Crawley RH10 1JA Company number: 06658727
Other accreditation/inspection	N/a

## Premises profile

Address of main site	18 and 19 Southampton Place, London WC1A 2AJ
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	London College of Contemporary Arts, 9 Holborn, London EC1N 2LL  Used for four weeks in July only for the Summer Business School course which has a significant English component. One room was used.
Profile of sites visited	The Language Gallery (TLG) London now uses two leased buildings in Southampton Place, numbers 18 and 19. These are large terraced houses which have been renovated and now intercommunicate. The premises contain a reception area, 12 classrooms, several offices, a study centre, a student computer room, a student lounge, a student kitchenette, a teachers' room and a resources' room.

## 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	92	144
Full-time ELT (15+ hours per week) aged 16–17 years	7	26
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total</b> ELT/ESOL students shown above	99	170
Minimum age	16	16
Typical age range	16–35	16–35
Typical length of stay	7 weeks	5 weeks
Predominant nationalities	Brazilian, Chinese, Turkish	Brazilian, Chinese, Turkish
Number on PBS Tier 4 General student visas	N/a	N/a
Number on PBS Tier 4 child visas	N/a	N/a
Number on short-term study visas	75	102

<b>Staff profile</b>	<b>At inspection</b>	<b>In peak week (organisation's estimate)</b>
Total number of teachers on eligible ELT courses	11	12
Number teaching ELT under 10 hours/week	4	
Number teaching ELT 10–19 hours/week	2	
Number teaching ELT 20 hours and over/week	5	
Total number of administrative/ancillary staff	8	

### Academic staff qualifications to teach ELT/ESOL

<b>Profile in week of inspection</b>	
<b>Professional qualifications</b>	<b>Total number of teachers</b>
Diploma-level ELT/TESOL qualification (TEFLQ)	5
Certificate-level ELT/TESOL qualification (TEFLI)	6
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
<b>Total</b>	<b>11</b>

These figures include the academic managers.

<b>Comments</b>
None.

### Course profile

<b>Eligible activities</b>	<b>Year round</b>		<b>Vacation</b>		<b>Other - N/a</b>	
	<b>Run</b>	<b>Seen</b>	<b>Run</b>	<b>Seen</b>	<b>Run</b>	<b>Seen</b>
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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Comments</b>
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Other:

- 1 Four-week July Summer Business School with English component
- 2 One-to-one classes are offered all year. There were no one-to-one classes during the inspection.
- 3 Closed groups offered year round. There was one such group in the last year.

## 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	22	2
Private home	0	0
Home tuition	0	0
Residential	18	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	5	0
<b>Arranged by student/family/guardian</b>		
Staying with own family	0	5
Staying in privately rented rooms/flats	47	0
<b>Overall totals adults/under 18s</b>		
	92	7
<b>Overall total adults + under 18s</b>		99

## Introduction

TLG was previously the language teaching arm of the London School of Business and Finance, a privately owned college. The two have now separated but are both owned, along with twelve other brands mostly in the field of higher education, by Global University Systems (GUS), a company headquartered in London.

TLG comprises five schools. Three are in the UK, in London, Birmingham and Manchester; one is in Toronto and one in Hannover in Germany. English is taught in the first four and German in the fifth. The Birmingham and Manchester schools are separately accredited by the British Council. The UK schools provide courses of varying intensity in general, academic and specialised English and for one-to-one students and closed groups.

The inspection lasted for one whole and two half days. Meetings were held with the managing director, the academic director, the academic manager, the operations manager, the academic development and quality assurance manager, the admissions supervisor, the assistant academic manager, a student engagement officer, the accommodation and welfare manager and the social programme officer. Focus groups were held with students and with teachers. All teachers were observed. One inspector visited residential accommodation.

## Management

### Legal and statutory regulations

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

### Comments

M1 Sampling identified the following issue: CLA guidelines were not posted by photocopiers when the inspection started. They were by the end of the inspection.

### Staff management

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

M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

M2 The structure of the London school is clear and there are sufficient numbers to provide cover. For the three UK schools as a group, the structure is more complicated and less transparent, with a number of senior staff overlapping the three schools.

M3 Job descriptions are for the most part detailed and clear but there are omissions such as the school's mandatory requirement for staff to acquire continuing professional development credits (see M9), and confusion in the senior teacher job description between the senior teacher and teacher roles. Safeguarding responsibilities are not included in job descriptions.

M4 There is a wide range of appropriately frequent meetings within the UK schools as a group and within the London school itself. Decisions and action taken are recorded.

M5 The human resources policies are developed by GUS for the whole group, rendering them at times inappropriate for a language school. The school, in practice, applies its own systems in many of the recruitment procedures undertaken, but nonetheless the procedures are somewhat disjointed as GUS needs to be involved at certain stages.

M6 Copies of certificates, nearly all of them signed and dated, were on file for staff. References are said to be held by the central GUS HR department but no copies were available.

M7 There is a general induction checklist for all new members of staff and a further checklist for teachers. At the end of their induction, teachers are asked to complete a questionnaire that indicates whether they have acquired all the necessary knowledge from the induction.

M8 There is a probation review after three months for new, permanent members of staff and thereafter six-monthly appraisals for them and for teaching staff on zero hour contracts.

M9 Administrative staff are offered internal and external continuing professional development (CPD) on an individualised basis. Teachers are required to collect three CPD 'credits' per quarter. Single credits are earned for attending in-house or external CPD sessions and for peer observations; teachers are paid for attending these.

Three credits are obtained if the teacher leads a CPD activity or publishes an article in a language teaching journal.

#### Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input 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 type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

M11 A large majority of students come via agents who are supplied with information to pass on to the students. Other students receive information directly.

M13 Local and emergency contact details are for the most part recorded; the latter indicate the relationship and languages spoken by the emergency contact. However, in one of the cases sampled there was no emergency contact number, only a postal address.

M15 Incoming students sign a code of conduct document at their first day induction; this indicates the behaviours that might lead to exclusion. There are reminders of what constitutes reasonable conduct on noticeboards in all the classrooms and in some public spaces.

## 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 checked="" 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 checked="" 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 A plan had been submitted and in most cases appropriate action had been taken.

M17 The governance body, consisting of the five senior managers in the London school, and the academic board, with the academic director and the five school academic managers, each meet twice a year to review systems, processes and procedures within non-academic operations and courses and the materials used on them respectively. Decisions and actions to be taken are minuted and followed up at subsequent meetings.

M18 Student feedback is collected at up to six points: in the middle of the first week, when students change level or course, at two-monthly student focus groups, and at the end of the course as a condition of receiving an attendance certificate. It is also collected from students who attend free trial classes. The data collected is recorded, as is any action taken to deal with issues identified in the feedback. It is sent to stakeholders within the organisation and discussed at a range of meetings. Students are informed of the outcomes in the *TLG Times*, an email newsletter, and on 'you said, we did', noticeboards.

M19 Information is collected from teachers in questionnaires and from administrative staff using online survey software, in both cases quarterly and anonymously.

M20 There are a number of versions of the complaints procedure, some of them rather densely worded. That used at the student induction, however, is clear and easily comprehended.

## 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

The website is the principal medium for publicity. It, and the print material used, cover the whole TLG group with separate pages for individual schools.

M21 Publicity is in clear and accurate English with the exception of a limited number of spelling and punctuation mistakes.

M22 Pictures in the publicity are captioned, but there are none of the school premises. The order of some sentences in the social programme suggests that trips to Europe may be available for from £15 to £50. The sums are intended to apply to local UK excursions.

M23 Course descriptions in the publicity are brief and inadequate and lack reference to different levels.

M26 Reference is made to *Residences* but the school only uses one residence.

M28 Reference to qualifications is generally acceptable but there is a graphic illustrating teachers' qualifications (teaching, first degrees and masters' degrees) that is not accurate and does not indicate whether the masters' degrees were relevant to the teaching of English.

## Management summary

The provision meets the section standard and exceeds it in some respects. Most aspects of management are rigorous and student administration is efficient and thorough. Publicity gives a reasonably complete picture of the

work of the school. *Quality assurance* is an area 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 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

R2 The premises are in an excellent state of repair and decoration and a very high level of cleanliness is maintained by having a cleaner on site for eight hours a day.

R3 There is a sufficient number of classrooms. Not all of them could accommodate the stated class maximum number of students comfortably but the student management database directs larger groups to larger rooms. The classrooms are well lit and ventilated and many have one or more air-conditioners, usually at floor level. This made for uneven distribution of cold air; some students were discomfited by this. Air-conditioners cannot be controlled inside the room; a central panel has to be accessed. Classrooms are flexibly furnished and remarkably quiet for a central London location. Students can see, write and hear in comfort.

R4 There is a large lounge for students and a kitchenette, equipped with vending machines, where drinks can be prepared. There is a very wide range of outlets providing food at affordable prices in the vicinity.

R5 Signage is excellent and there are noticeboards in various locations. These are not over-loaded with notices, which means that the information that is there can be easily accessed.

R6 Teachers have two good-sized rooms at their disposal, one principally for resources, the other mainly for preparation.

### 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 checked="" type="checkbox"/>	<input 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 The Language Gallery English language schools all follow the same 'book grid', a cycle in which the same two coursebooks are alternated every three months over a two-year period. This makes it possible for students to transfer from one TLG school to another without disruption. Students buy or rent a book from the school.

R8 There is a good range of resources for teachers.

R9 Classrooms are equipped with audio and data projection equipment. Technical support for the latter is provided by staff at GUS; teachers reported that the network was unreliable at times and that support was sometimes slow to arrive. This, for a number of teachers, inhibited their use of some of the technical equipment.

R10 There is a computer area with seven networked computers. There are two non-networked computers in the study centre, largely used for examination preparation work. It also contains a number of bookcases that contain graded readers and other materials that can be lent to students.

R11 Students are introduced to the study centre and computer room at induction, and to the online learning platform.

R12 Resources are reviewed on the basis of staff and student feedback. The two main coursebooks are changed every two years.

## Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The classrooms and other areas in the school are in excellent condition and resources are sufficient in range and number for both students and teachers. *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 checked="" 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Comments

T1 Two of the eleven teachers did not have a Level 6 qualification. Rationales were provided for them and were accepted within the context of the inspection. The teachers were either working towards a Level 6 qualification or had experience that to some extent compensated for the absence of one.

### Academic management

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

### Comments

T6 Teachers are allocated according to their experience and, if possible, preferences. Each course is taught by two teachers so it is possible to take advantage of developmental opportunities by pairing an experienced teacher with a relatively inexperienced one. Teams are changed every six months.

T7 Teachers are timetabled according to their needs, wants and availability. The student management database factors in the capacity of a classroom when allocating a particular group to it. Students are issued with individual timetables that indicate when planned cover will take place.

T8 The academic manager, assistant academic manager and senior teachers all have reduced teaching loads and can provide cover in most instances. If they are not available, there is a pool of cover teachers that can be drawn on.

T9 The school takes a non-sequential approach with text books and each week is self-contained.

T10 The assistant academic manager has his desk in the teaching resources and the academic manager uses a desk in the teachers' room, as well as her own office. The academic development and quality assurance manager also spends time in the teachers' zone. Academic support is provided through the weekly teachers' meetings and CPD sessions, which are related to the outcomes of observations and other perceived needs. Teachers felt well supported and said that academic management was often proactive, rather than just reactive in supporting them.

T11 The academic managers had observed all the teachers and do so at least twice a year. There is a regime of formal, spot and buzz observations. Teachers are paid for the preparation time and subsequent reflection time when formal observations are carried out. Cover can be provided for peer observations.

### Course design and implementation

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

T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T12 The course design is communicative and thus learner centred with significant guided discovery, lexical, topic and task-based learning elements. Targeted outcomes are expressed in terms of the Common European Framework of Reference (CEFR) can-do statements.

T13 Coursebooks are changed every two years on the basis of teacher and student feedback. The same coursebooks are used across the TLG schools so that it is possible for students to transfer from one school to another in the group.

T14 There is a weekly plan on each class noticeboard; the current week's *SMART Learning* topic is displayed on class and other noticeboards; and course outlines are available through an online platform, a third party e-guided learning package that has been tailored to TLG requirements.

T15 The coursebooks used in the school include provision for independent learning and students are given lists of useful websites and smartphone and tablet applications. Longer-term students meet with one of the senior teachers to discuss and reinforce independent learning strategies. All students have access to the school's online learning platform for three months after the end of their course.

T16 The *SMART learning* programme provides bridges between the classroom and the outside world by making a coffee club available before classes, with a tea club after them and by linking the weekly topic/theme to excursions.

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

#### Comments

T17 There is an online placement test with grammar, lexis and writing elements that is completed by some students before arrival. These elements, together with assessment of students' needs and speaking ability, are combined in an on-site test.

T18 Progress is recorded at tutorials that take place every three weeks and before a student finishes the course.

T19 The school offers a range of exam preparation courses. At the time of the inspection, an IELTS preparation course was running. The student engagement officers advise and guide students about exam arrangements.

T21 A certificate of attendance is provided for students who attend at least 85 per cent of their courses. Academic reports are not made available automatically but can be generated if requested.

T22 Advice for long-term students is available from their long-term student mentors. A representative of a study consultancy visits the school monthly and can give advice about further and higher education to any student who is interested.

#### Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	General, professional and academic English classes

#### Comments

None.

## Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Good knowledge of linguistic systems was demonstrated in all segments. There was confident use of phonemic script in many instances and good modelling of spoken and written English.

T24 Course objectives and learning needs were incorporated in all lesson plans and there was often a good level of differentiation. Teachers had a broad awareness of the cultural and linguistic backgrounds of students.

T25 Targeted learning outcomes were noted on the board in nearly all lessons observed. Activities were logically planned and delivered. Lesson plans were thorough and detailed and often included whiteboard layouts.

T26 A variety of techniques was observed including elicitation, concept checking, pair and group work and the teaching of listening and writing skills with a range of imaginative pre- and post-task activities.

T27 In general the classes were well managed and classroom furniture was used to maximise good student interaction. There was excellent board work in the best sectors with good zoning of information. There was, however, little marking of helpful information such as word stress and in some segments teachers' voices were too loud in general and in particular when giving feedback to pairs and groups; this led to other pairs and groups being disturbed.

T28 A variety of self, peer and teacher-led correction techniques was seen in most segments. There was some deferred correction but often opportunities to record student errors and return to them later were missed. There was insufficient correction of pronunciation.

T29 Most lessons were carefully staged with progress from simpler to more complex tasks and students could see their progress in this way. Occasionally tasks became too difficult too quickly.

T30 There was good use of nomination, even when students were new to class. Language was well graded. There was a positive and purposeful atmosphere in all classes.

## Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory with a large majority of lesson segments observed being good or very good. Knowledge of the linguistic systems of English was generally sound, and all teachers were able to adapt their language to the students' level. Techniques were generally varied and appropriate. Most classes were adequately engaged. Teachers' sensitivity to individual and whole class needs resulted in a positive learning atmosphere. *Teaching* is an area of strength.

## Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are given good support to ensure that their teaching meets the needs of their students. Programmes of learning are very well managed. The teaching observed met the requirements of the Scheme. *Academic management*, *Course design* and *Teaching* are areas of strength.

## Welfare and student services

### Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" 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 checked="" type="checkbox"/>	

#### Comments

W1 Safety and security on site is very good; a doorman is on duty in the reception hall with a barrier in operation as a back-up; staff, students, visitors and under 18s all wear different coloured lanyards and any visitors who do not have a pre-authorized appointment are accompanied at all times during their visit. Risk assessments for the premises cover all areas and are regularly updated. Fire drills are held twice a year with fire marshals allocated to each of the five floors; equipment is checked every week and all documentation is thorough and up to date.

W3 Two members of staff are identified as people students can speak to about personal issues. Their photographs are on posters in each classroom; they are included in the student handbook; and they are introduced to students at induction meetings. A recent incident where a student had been involved in a minor traffic accident showed that school procedures worked well and welfare staff dealt sympathetically and sensitively with all parties concerned.

W4 Policies for dealing with abusive behaviour are outlined in the teachers', employees' and students' handbooks. Significant progress has been made in establishing and disseminating Prevent policies and a recent inspection, undertaken voluntarily as part of a pilot scheme, commented favourably on the measures in place. As a result of this inspection, the relevant posters currently in place have been redesigned to be more visually appealing and opportunities for exploiting Prevent measures have been highlighted in the curriculum.

W6 An airport transfer service is offered and recommended, but alternatives, with costs, are also explained.

W7 A great deal of useful advice is offered on all relevant aspects of living and studying in London. The language in some of the documentation is not always very accessible.

W8 Students are strongly advised to take out medical insurance, but information on the NHS, emergency care and prescription charges, is also presented in the student handbook and at induction.

#### Accommodation profile

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

The majority of students find their own accommodation or stay with family members. Homestay and flat share accommodation is available with different prices offered based on the zones of the property. This is arranged through two agencies, both of which are registered with the British Council. One of these is used significantly more than the other and staff at TLG reported having a good relationship with this agency. Residential accommodation is also available, though at the time of the inspection the contract with the residence being used had just been terminated and a new one with an alternative provider had not yet been signed.

One inspector visited the residence in use at the time of the inspection. This was a 15-minute bus ride away, in Zone 1. Rooms were ensuite, arranged in 'flats' of four, five or six bedrooms sharing a kitchen/living room. Laundry facilities were available in the accommodation block.

#### Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 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"/>

#### Comments

W11 Revisits are carried out formally by the main agency used at least every two years, including a check of the fire risk assessment in place. In addition, there are drop-in visits, which are partly social/relationship-building and partly an opportunity to monitor the accommodation.

W13 Comprehensive information is provided for students before arrival by the main agency used. This includes host

profiles and detailed information about travel from the accommodation to the school. Students are told the cost of travel in various zones, but not which zone their accommodation is in.

W14 Feedback on accommodation is collected on the first day and any immediate concerns can be dealt with quickly. The general first week feedback form does not include questions about accommodation.

#### Accommodation: homestay

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

#### Comments

W17 The documentation and guidance provided is exemplary, and all staff at the residence visited were aware of the requirements and procedures set out.

#### Accommodation: residential

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

#### Comments

W22 Communal areas are cleaned on a weekly basis.

W23 A member of staff is on duty at all times and able to contact first aid or medical professionals when necessary.

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

#### Comments

W26 A great deal of information is offered students, on posters around the school, in magazines in the study centre and on a video loop in reception and in the student lounge. The social programme officer highlights events or attractions she feels the students might be interested in. Help is provided with booking tickets and discounts, when available, are passed on to the students.

W27 There is a full and varied social programme, with activities offered every day. Each week's activities loosely follow the theme of the English lessons, providing a sense of coherence and giving students opportunities to practise the language learned. An innovative feature is the free before and after school conversation club, which aims to bridge the gap between the classroom and the outside world. Students were very positive about this club

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and the other activities offered.

W28 Risk assessments for all activities are clear and thorough. The policy of asking activity leaders to sign off on these is a good one but does not currently extend to all activities.

W29 All activities are supervised either by TLG staff or tour guides and leaders and external organisations hold appropriate risk assessments and DBS checks.

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### **Welfare and student services summary**

The provision meets the section standard and exceeds it in some respects. The school provides a very safe environment for students with good pastoral care and an imaginative programme of leisure activities. The accommodation provided is suitable, there are good relationships with the agencies used and the management of the accommodation systems works to the benefit of students. *Care of students* and *Leisure opportunities* are areas of strength.

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### **Care of under 18s**

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input checked="" type="checkbox"/>	<input 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 checked="" 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 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 16–17 are enrolled on adult courses. They usually make up a small proportion of the total school population, generally five per cent. At the time of the inspection six of the 104 students registered were under 18.

C1 There is a thorough safeguarding policy in place covering all aspects of safeguarding, containing sample forms and documentation and well linked to codes of conduct and staff etiquette. There is also a shorter version available. The safeguarding duties of two of the three relevant staff members are not included in their job descriptions.

C2 All staff have undertaken basic safeguarding and Prevent training, with four people having done advanced and three specialist training. Recent training sessions have been held with both teachers and support staff to raise awareness and provide guidance and support.

C3 Students aged 16 or 17 are enrolled on adult courses. This is outlined in publicity but there was no clear information about the limits to the level of supervision offered. During the inspection this was raised and the issue was immediately rectified on the website.

C4 The formal recruitment policy is written by the GUS human resources department. TLG has negotiated a more responsive procedure to suit its needs but key aspects of safer recruitment are not clearly documented, even though they are currently followed.

C5 There are a number of measures to ensure that under 18s are monitored while on school premises; they wear a different coloured lanyard, are identified on registers and have to sign in and out at reception each day where staff monitor student welfare on a daily basis. Any lateness is followed up within five minutes.

C7 All under 18s requesting accommodation are placed with homestay families by one of the accommodation agencies used.

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### **Care of under 18s summary**

The provision meets the section standard. There is good provision for the safeguarding of students under the age of 18 within the school and in the leisure activities organised with good safeguarding training to support this.

Appropriate accommodation is used and deficiencies in publicity regarding the limits of supervision offered have now been rectified on the website.

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