

| | |
|-------------------|-----------------------|
| Organisation name | Language Link, London |
| Inspection date | 25–26 July 2017 |

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

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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in care of under 18s have been addressed, and within six months to demonstrate that weaknesses in staff management and publicity have been addressed.

Summary statement

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

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

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

Strengths were noted in the areas of academic management, course design, teaching, and accommodation.

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

Organisation profile

| Inspection history | Dates/details |
|---|--|
| First inspection | 1986 |
| Last full inspection | July 2013 |
| Subsequent spot check (if applicable) | February 2014 |
| Subsequent supplementary check (if applicable) | N/a |
| Subsequent interim visit (if applicable) | N/a |
| Current accreditation status | Accredited |
| Other related non-accredited activities (in brief) at this centre | Work experience placements funded by the EU Erasmus+ Programme Professional development courses for European teachers funded by the EU Erasmus+ Programme |
| Other related accredited schools/centres/affiliates | N/a |
| Other related non-accredited schools/centres/affiliates | Language Link schools in Vietnam, China, Russia and Uzbekistan |

Private sector

| | |
|--------------------------------|---|
| Date of foundation | 1975 |
| Ownership | Name of company: Language Link Company number: 0244535 |
| Other accreditation/inspection | N/a |

Premises profile

| | |
|--|---|
| Address of main site | 6 Dukes Road, London WC1H 9AD |
| 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 | <p>The school occupies two floors and the basement of a three-storey 19th century building in a quiet side-street close to Euston station in central London. On the ground floor are the entrance to the school, a reception area, and offices including a teachers' room. In the basement are three classrooms, one of which was being used as an administration office at the time of the inspection, a kitchen for staff and student use, a small room used for tutorials and private study, and a students' room which combines the functions of a sitting room and self-access room. On the first floor are three classrooms and a small storage area. There are male and female toilets on each floor.</p> <p>The upper storey is let by the leaseholder as residential accommodation. Tenants use a separate front door, which is kept locked from the outside. Staff and students of the school are not permitted to go beyond the first floor.</p> |

Student profile

| | At inspection | In peak week: August (organisation's estimate) |
|---|---------------|---|
| Of all international students, approximate percentage on ELT/ESOL courses | 100 | 100 |
| ELT/ESOL students (eligible courses) | At inspection | In peak week |
| Full-time ELT (15+ hours per week) 18 years and over | 16 | 12 |
| Full-time ELT (15+ hours per week) aged 16–17 years | 19 | 30 |
| Full-time ELT (15+ hours per week) aged under 16 | 13 | 15 |
| Part-time ELT aged 18 years and over | 0 | 8 |
| Part-time ELT aged 16–17 years | 0 | 0 |

| | | |
|--|-----------------|------------------|
| Part-time ELT aged under 16 years | 0 | 0 |
| Overall total ELT/ESOL students shown above | 48 | 65 |
| Junior programmes: advertised minimum age | 10 | 10 |
| Junior programmes: actual minimum age | 14 | 12 |
| Junior programmes: advertised maximum age | 15 | 15 |
| Junior programmes: actual maximum age | 15 | 15 |
| Junior programmes: predominant nationalities | German | Chinese, Italian |
| Adult programmes: advertised minimum age | 16 | 16 |
| Adult programmes: actual minimum age | 16 | 16 |
| Adult programmes: typical age range | 16–24 | 16–24 |
| Adult programmes: typical length of stay | 2–4 weeks | 2–4 weeks |
| Adult programmes: predominant nationalities | Italian, French | Italian, French |
| 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 | 3 | 5 |

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

Academic manager qualifications profile

| Profile at inspection | |
|--|-----------------------------|
| Professional qualifications | Number of academic managers |
| TEFLQ qualification | 1 |
| Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category) | 0 |
| Total | 1 |
| Comments. | |

The academic manager was not scheduled to teach during the week the inspection took place.

Teacher qualifications profile

| Profile in week of inspection | |
|--|--------------------|
| Professional qualifications | Number of teachers |
| TEFLQ qualification | 1 |
| TEFLI qualification | 3 |
| Holding specialist qualifications only (specify) | 0 |
| YL initiated | 0 |
| Qualified teacher status only (QTS) | 0 |

| | |
|---|---|
| Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category) | 0 |
| Total | 4 |

Comments

None.

Course profile

| Eligible activities | Year round | | Vacation | | Other - N/a | |
|--|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | Run | Seen | Run | Seen | Run | Seen |
| General ELT for adults | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| General ELT for juniors (under 18) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ESOL skills for life/for citizenship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments

The school mainly offers full-time programmes of general English for adults (16+) throughout the year, consisting of 20 lessons a week. Each lesson is 50 minutes. A small minority of students attend the general English programme part-time, usually for two or three days a week. Preparation courses for IELTS run on fixed dates. In addition, the school offers one-to-one study in business and legal English. Closed groups, including of under 16s, run throughout the year on demand and form a growing part of the provision. A vacation programme for teenagers aged 10–15, is generally run during the summer, but did not take place in 2017.

Accommodation profile

| Number of students in each at the time of inspection (all students on eligible courses) | | |
|---|--------|-----------|
| Types of accommodation | Adults | Under 18s |
| Arranged by agency | | |
| Homestay | 0 | 0 |
| Private home | 0 | 0 |
| Home tuition | 0 | 0 |
| Residential | 0 | 0 |
| Hotel/guesthouse | 0 | 0 |
| Independent self-catering e.g. flats, bedsits, student houses | 0 | 0 |
| Arranged by student/family/guardian | | |
| Staying with own family | 0 | 0 |
| Staying in privately rented rooms/flats | 16 | 32 |
| Overall totals adults/under 18s | 16 | 32 |
| Overall total adults + under 18s | 48 | |

A group of 13 under 16s was staying in self-catering accommodation found by their agent, and supervised by their group leaders. Other under 18s, studying on the adult programme, were in accommodation found by their agents or their family. In both cases, the school was contracted simply to provide tuition.

Introduction

Language Link is a family-run business. Its London school has operated from its current premises since 2011. The principal is responsible for day-to-day management of the London school, assisted by the director of studies and an administrative team.

The managing director, who works mainly outside the UK, oversees the school's educational ventures abroad, EU funded projects, the school's finances, and the London premises. Language Link has associate schools in Vietnam, China, Russia and Uzbekistan. Since 2007 Language Link has recruited many students through the EU lifelong learning programme, with funding currently through the Erasmus Plus programme.

During 2016 the school experienced staffing difficulties which have since been resolved. At the time of the inspection, staffing was stable.

The inspection lasted a day and a half and was carried out by two inspectors. Inspectors had discussions with the principal, the director of studies (DoS), the business development director, the senior registrar, the registrar, the registrar and EU projects assistant, and the social organiser. They held two focus group meetings with students, one with group leaders, and one with teachers. All teachers timetabled during the inspection were observed twice. One inspector visited a student residence. No learners were staying in accommodation provided through the school at the time of the visit.

Management

Legal and statutory regulations

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

Comments

M1 Sampling identified the following issue: the reliance on photocopies for course materials may lead the school to be in breach of the CLA guidelines; the school should seek further advice from the relevant regulatory body.

Staff management

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

Comments

M3 Job descriptions clearly set out staff responsibilities in most respects. However, the job description of the designated safeguarding lead for the school does not refer to this role.

M4 Communication is largely informal and very regular. Administration staff are mainly in adjacent offices, and the DoS works from the teachers' room. Emails are used routinely and effectively to ensure decisions made at weekly informal meetings are recorded and followed up. All staff take part in minuted formal meetings, which are scheduled monthly. There are separate detailed and informative handbooks to guide the work of teaching and administrative staff.

M5 Written procedures for appointing new staff are detailed and appropriate, but relatively recent.

M6 Arrangements to verify and retain copies of staff qualifications are sound. However, practice in verifying the experience of staff is inconsistent; file checks showed references are not always in place, including for recently appointed staff.

M9 A wide range of professional development is available and taken up by teaching staff, including in-house and externally provided activities. Financial support is provided to teachers wishing to obtain diploma-level qualifications. Administrative staff attend relevant external events as well as receiving updates in using computer software such as financial packages. All staff complete basic training in child protection and Prevent, while those with specialist welfare roles complete more advanced safeguarding training.

Student administration

| Criteria | Not met | Met | Strength | See comments | N/a |
|--|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-----|
| M10 Administrative staff and resources | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| M11 Information on course choice | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| M12 Enrolment procedures | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| M13 Contact details | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| M14 Student attendance policy | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| M15 Students asked to leave course | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Comments

M10 Ample staff are available to deal with the amount of work at all times, including peak demand. Staff are well trained and flexible, ensuring good continuity and cover for absence. Paper-based and computerised records are readily accessible.

M11 Pre-arrival information available to students about general English classes is satisfactory. Once at the school, student handbooks clearly indicate who to go to for more information on study choices. Long-stay students receive advice on courses at individual tutorials held every three weeks.

M13 Students' contact details are recorded on paper and computer-based systems. Details of next of kin and other contacts are generally comprehensive, but records on computer systems do not contain the surnames of family member contacts.

M14 The follow-up of any absence by under 18s is rapid, within 10 minutes of their class starting. The school follows up absence by adult students after three days of non-attendance.

Quality assurance

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

Comments

M16 A detailed action plan covered points needing to be addressed identified at the previous inspection and in the subsequent spot check report. Many of the points had been dealt with appropriately, but a high proportion of those concerning publicity had not been fully resolved.

M17 The school had just completed major planned refurbishment to its premises to improve the conditions for students and staff.

M18 Student feedback is sought through questionnaires at the start and end of their time at the school. Those remaining for longer periods provide additional feedback at four-weekly intervals, and also have individual tutorials where their views are sought every three weeks. Questionnaire feedback is collated, analysed and acted on. For example, the school recently upgraded the speed of its Wi-Fi in response to students' criticisms.

M20 The school has rewritten its complaints policy since the previous inspection to make it more accessible to students. A commendably simple and straightforward version, which includes reference to the role of English UK, is in the student handbook and displayed in all classrooms.

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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| M23 Course descriptions | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| M24 Course information | <input checked="" type="checkbox"/> | <input type="checkbox"/> | N/a | <input checked="" type="checkbox"/> | |
| M25 Costs | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| M26 Accommodation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M27 Leisure programme | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> | N/a | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Comments

Publicity consists of a brochure and a website. The brochure contains an additional sheet for both tuition fees and applications. The website contains details of what the school in London offers, together with sections covering the work of its partner schools. The partner schools' pages also provide information about the London school.

M21 The school's website and brochure are generally written in clear accessible English. However, there are a few errors of spelling and punctuation on the website.

M22 Publicity on the website generally gives an accurate and realistic impression of the school. However, claims in the printed brochure such as those concerning the reputation of the school, the intensity of its leisure programme and classroom technology are exaggerated. This was identified as a point to be addressed at the last inspection.

M24 Details of the length of classes and total hours per week are sometimes confusing. Information in the terms and conditions on the website concerning public holidays and other days the school is closed is inaccurate. However, information concerning the maximum and minimum ages for junior and adult courses, and maximum class sizes is accurate.

M25 Most costs are clearly stated, as are terms and conditions concerning refunds and cancellations. However, information on the cost of leisure programmes for adults lacks detail on the website and does not appear in the brochure. The one-off charge for finding homestay accommodation listed on the website and in the paper version of tuition fee information differs from that on the paper version of the application form.

M26 In relation to adult courses, the website refers to working with a named organisation to recruit homestay families, but does not explicitly refer to it as an agency, or that it provides the accommodation. No mention is made on the website of the use of an agency in relation to homestay for juniors. The brochure does not make any reference to the provision of homestay accommodation through an agency. The brochure and paper version of the tuition fee information refer to three distinct types of homestay accommodation, while the website refers to only two.

M27 Information on leisure programmes is not sufficiently specific concerning costs, what is offered and when. It does not state that day and weekend trips are provided by a third party.

M28 References to teachers' qualifications and experience are mainly accurate but the website ambiguously refers to teaching by 'experienced CELTA and DELTA teachers'.

M29 The wording of the Accreditation marque is incorrect on adult and junior versions of the student handbook, and on the China section of the website. The brochure, a pop-up on the website and a poster displayed outside the school use an outdated version of the marque. The Russian and Uzbek pages of the website use incorrect wording and contain outdated information concerning accreditation.

Management summary

The provision meets the section standard. The management of the school operates to the benefit of students. Staff are suitably managed and well supported. Student administration is effective and quality assurance is appropriate. Publicity is mainly clear, but the information it provides is not always specific enough or consistent across the brochure and website. There is a need for improvement in *Publicity*.

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 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 A recent refurbishment of the school premises has ensured that they are well decorated, clean and welcoming throughout.

R3 Classroom furniture is flexible and basement classrooms are air conditioned. While all classrooms can accommodate the school's maximum number of students per class, only one is sufficiently spacious to do so comfortably. At the time of inspection this room was used for the largest class.

R4 A modest sized room for student relaxation doubles as a self-access facility. Students can make tea and coffee in an adjacent kitchen. There are numerous affordable cafes and restaurants within a short walk of the school.

R5 All aspects of this criterion are met. In addition, there are very attractive and informative displays on classroom noticeboards.

R6 Since the previous inspection, the teachers' room has been relocated from the basement to a more suitable room on the ground floor, which they share with the DoS.

Learning resources

| Criteria | Not met | Met | Strength | See comments | N/a |
|------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| R7 Learning materials for students | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | |
| R8 Resources for teachers | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 type="checkbox"/> | <input type="checkbox"/> |
| R12 Review and development | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Comments

R7 The range of course books and the audio material associated with them is extensive and well organised. There are numerous supplementary paper-based resources including in-house and photocopiable material.

R8 There is a wide range of reference materials for teachers. Printing and photocopying facilities are easily accessible. The school subscribes to a range of publications and online resources, which are available to teachers and students.

R9 Free high-speed Wi-Fi is available to staff and students throughout the building. Suitable audio technology is available and widely used in lessons. While all classrooms are equipped with interactive whiteboards, only one was working at the time of inspection and inspectors were told the others were due to be replaced.

R10 The self-access room doubles as a student common room, although individuals can make use of a small adjacent room for private study. Learning resources are mainly graded readers and dictionaries. Replacement of three outdated computers by a set of 10 good quality tablet computers was imminent.

Resources and environment summary

The provision meets the section standard. The premises are clean and well decorated, although some classrooms are cramped when at maximum capacity. There is a good range of paper-based resources used to the benefit of students. There is a wide range of resources for teachers' reference and lesson preparation, but most interactive whiteboards were not working at the time of the inspection.

Teaching and learning

Academic staff profile

| Criteria | Not met | Met | Strength | See comments | N/a |
|---------------------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|
| T1 General education (and rationales) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a | <input type="checkbox"/> | |
| T2 ELT/TESOL teacher qualifications | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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

T2 At the time of inspection, one teacher was TEFLQ, two were TEFLI and one other, who was TEFLI, was awaiting the results of final assessments leading to diploma-level qualification.

Academic management

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

Comments

T6 Teachers are deployed effectively according to their experience, skills and preferences. Those wishing to extend their skills into areas new to them are scheduled accordingly and receive good support from the DoS and other colleagues with established expertise.

T7 Timetabling takes into account suitable factors such as ensuring rooms are matched to the size of groups, and putting juniors' classes in rooms on the first floor to aid supervision.

T8 Cover arrangements are appropriate and effective for both planned and unforeseen absences. In the 18 months leading up to the inspection no classes were cancelled and the proportion of those merged in response to teacher absence fell significantly, and was now very low.

T9 Continuous enrolment is well managed. The school's syllabus-based courses provide a flexible response to weekly enrolment. Careful structuring of the week's activities ensures teachers have the information they need by the end of each Monday to plan for the week ahead. Records of work are detailed, and routinely monitored by the DoS for consistency and quality.

T10 The DoS is located in the teachers' room and provides good day-to-day support which teachers appreciate highly. Teachers also provide each other good mutual informal support. Teachers take part in a wide range and variety of internally and externally provided CPD activity. This includes attending, and sometimes teaching, sessions on methodology courses that the school's teacher training department runs for experienced overseas teachers.

T11 There is a suitable formal observation scheme in place, supplemented by occasional drop-in observations when teachers request them. Feedback following observations is appropriate, but does not result in structured action planning to improve on any weaknesses identified.

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

Comments

T12 Courses are designed around the school's multi-level syllabus aligned to the Common European Framework, and tailored to the needs of students on a weekly basis. Weekly plans draw effectively on students' preferences and needs, placement test results for new students, and progress made by continuers. Teachers produce their own materials and use others from a range of published sources; students do not have coursebooks. The principles of the course structure and guidance on its implementation are clearly stated in teachers' handbooks. The DoS carefully monitors implementation.

T14 Students are given a simple and appropriate summary of the plan of work for their class each week. It is based closely on the needs of the individuals that form the group that week, including those attending part-time for two or three days only.

T15 Student handbooks and notices in classrooms contain useful guidance on study and learning strategies, including reference to freely available websites. Students are also referred to an externally-run virtual learning

environment that the school subscribes to that gives them access to a wide range of language learning activities, and allows them to communicate directly with their teachers by email.

Learner management

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

Comments

T18 Weekly tests provide useful information on progress to students and teachers. Those studying for extended periods discuss their progress at tutorial meetings with the DoS every three weeks.

T19 Information about the examinations available at or through the school is provided in the student handbook, and on the school website. The DoS provides well-informed individual advice and guidance to students considering taking examinations.

Classroom observation record

| | |
|--------------------------------|---|
| Number of teachers seen | 4 |
| Number of observations | 8 |
| Parts of programme(s) observed | General English (16+); skills lesson (conversation); general English closed group (juniors); one-to-one business English. |

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

Comments

T23 Teachers demonstrated a good knowledge and understanding of the systems of English. They provided good models of pronunciation and intonation with some using phonetic script to aid students. Explanations of lexis and grammar were clear and exemplified well.

T24 There was a strong and appropriate emphasis on developing students' speaking skills, which included coverage of relevant functional language. Topics were of general interest; they motivated students and encouraged discussion. Lessons for young learners included activities which involved a good deal of moving around the classroom.

T25 Learning aims were clear. Activities were well sequenced and planned effectively to ensure lesson aims and outcomes were achieved. Lesson content was clearly linked to individual needs, particularly in one-to-one sessions and with young learners. Staging was appropriate.

T26 Lessons included a suitable range of relevant techniques including frequent elicitation and questioning.

However, questions were sometimes not directed specifically enough to ensure all students had the opportunity to

contribute.

T27 In general, teachers' instructions were clear; seating was appropriately arranged and sometimes rearranged to accommodate the activities taking place. Teachers made some imaginative use of paper materials, and other resources. However, their writing on whiteboards was often messy, poorly laid out, and sometimes not visible to all students.

T28 Teachers closely monitored students' work in pairs and groups, sometimes correcting errors with sensitivity and care. However, the feedback they offered was often limited and did not cover the majority of students.

T29 Most lessons included well-planned assessment activities. These prompted students effectively to use what they had learnt.

T30 Teachers engaged students well through their relaxed yet authoritative classroom manner. Their frequent use of pair and group activities ensured high levels of participation and good opportunities for students to practise speaking for extended periods. They managed changes of activity smoothly and effectively, and matched the language they used appropriately to their students' level of understanding.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to good, with the large majority of segments observed being good. Teachers demonstrated a good knowledge and understanding of the systems of English and provided accurate models of the language. The aims and content of lessons were chosen well to meet students' needs and interests, both individually and collectively. Teaching techniques were suitable and mainly effectively used, as were most materials and resources. The evaluation of students' learning was sound, but teachers did not always provide students sufficient feedback during activities. Teachers' good classroom manner and the lessons they provided engaged and motivated students well.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Programmes are managed for the benefit of students and courses are well designed. Teachers are suitably qualified and receive good support to ensure their teaching meets the needs of their students. 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 type="checkbox"/> | <input checked="" type="checkbox"/> | |
| W2 Pastoral care | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| W3 Personal problems | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| W4 Dealing with abusive behaviour | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| W5 Emergency contact number | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a | <input type="checkbox"/> | <input type="checkbox"/> |
| W6 Transport and transfers | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| W7 Advice | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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 Entry to the building is supervised from the reception office, which overlooks the only unlocked entrance. Visitors must sign in and are issued with lanyards. There is a comprehensive Health and Safety policy, but this requires updating in a number of areas. Alongside the recent refurbishment of the building, a specialist fire-risk assessment has recently been carried out. This identified a number of action points, of which the most urgent have already been addressed. Weekly fire alarm tests are logged, as are monthly fire evacuations. Two members of staff have received fire warden training.

W2 The arrangements for pastoral care are covered at induction and are set out in the student handbooks (one for juniors and one for adults).

W4 What to do if you are the victim of bullying or intimidating behaviour is described in the junior handbook and on classroom notices. There is no specific guidance issued to staff on dealing with potential abusive behaviour from other staff.

W7 A wide range of appropriate information about living in the UK, and specifically in London, is provided at induction and in the student handbooks. This is reinforced by attractive classroom information displays.

Accommodation profile

Comments on the accommodation seen by the inspectors

All homestay accommodation is arranged through an agency registered with the British Council. So far this year only six students, in a closed group from Poland, have made use of it. Groups mainly stay in self-catering accommodation they find themselves, supervised by their group leaders. One inspector visited a self-catering facility which is often used. Junior individual students (under 16) must stay with family or guardian; individual students aged 16-17 may stay in homestays arranged through the school or in accommodation found by their agents. Adult individuals normally find their own accommodation.

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

Comments

These comments are based on the inspection of homestay accommodation provided by the registered agency in 2015.

W9 Homestays are divided into three categories: standard, superior, and executive. The vast majority are standard as this is what almost all students request. Some superior and executive accommodation is ensuite; the difference is largely based on the homestay's location. All the accommodation visited was clean, in a good state of repair, and was suitably furnished. Bathroom facilities were appropriate.

W10 Hosts are recruited by head office. After an initial screening, trained assessors visit those considered suitable, taking measurements of the rooms and photographs of the facilities. A comprehensive checklist is used, and information is provided about fire risk assessments. The decision about whether to accept a host or not is made by the head office team in discussion with the assessor.

W11 Revisits are carried out formally 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. An annual reception is organised to enable hosts to meet one another and members of the agency team.

W13 Comprehensive information is provided for students before arrival, including host profiles and detailed information about travel from the accommodation to the school.

W15 All of the homestay hosts visited took great care to find out from their guests about their food preferences and often went to great lengths to meet these.

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 for hosts is exemplary, and all hosts 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 type="checkbox"/> | <input type="checkbox"/> |

Comments

W22 The information here relates to the self-catering residence visited during the inspection. This is not provided by the registered agency.

Accommodation: other

| Criteria | Not met | Met | Strength | See comments | N/a |
|-----------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| W24 Information and support | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W25 Other accommodation | <input type="checkbox"/> | <input type="checkbox"/> | N/a | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Comments

W24 Comprehensive guidance on renting flats and bedsits is provided in the adult student handbook. This is backed up by personal support, which is readily available.

Leisure opportunities

| Criteria | Not met | Met | Strength | See comments | N/a |
|----------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|
| W26 Information and access | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | |
| W27 Leisure programmes | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| W28 Health and safety | <input checked="" type="checkbox"/> | <input 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 There is a large colourful display in the school of 'London for free'. In addition, a number of apps providing details of what is on in London are recommended in the student handbook.

W28 Risk assessments are comprehensive and are 'signed off' before an excursion. However, they do not spell out what action to take if the identified risks materialise. Risk assessments are not taken on the activity/outing.

W29 The social organiser, who accompanies most activities organised by the school, is very knowledgeable about London, but is new in post. She is receiving support and training from the DoS.

Welfare and student services summary

The provision meets the section standard. The needs of students for security, pastoral care, information and leisure activities are met; accommodation provided through the school is of a high standard; the management of the accommodation systems works to the benefit of students. *Accommodation* is an area of strength.

Care of under 18s

| Criteria | Not met | Met | Strength | See comments | N/a |
|--|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|
| C1 Safeguarding policy | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C2 Guidance and training | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C3 Publicity | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C4 Recruitment procedures | <input checked="" type="checkbox"/> | <input type="checkbox"/> | N/a | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C5 Safety and supervision during scheduled lessons and activities | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| C6 Safety and supervision outside scheduled lessons and activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| C7 Accommodation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

| | | | | | |
|-------------------------|--------------------------|-------------------------------------|-----|-------------------------------------|--------------------------|
| C8 Contact arrangements | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
|-------------------------|--------------------------|-------------------------------------|-----|-------------------------------------|--------------------------|

Comments

At the time of the inspection a closed group of 13 German students aged 14–15 was following a one-week course of 20 lessons a week with the school responsible for tuition only. In addition, there were 19 students aged 16 or 17 enrolled on the adult general English programme.

C1 A safeguarding policy is in place, covering many of the areas relevant to the safety of under 18s in the school. Named people are identified to be responsible for its implementation; a code of conduct and a document called 'Considerations when running junior courses' are available separately. However, the policy (and the other documents referred to above) are not dated. They do not cover safer recruitment, or training, and do not cover specific aspects of the student experience and how they are dealt with, for example transfers, accommodation, leisure, or free time outside scheduled activities. In practice, many of these areas are the responsibility of the agency sending the students or the group leaders supervising them, since the agreement with the school is normally just to provide tuition. No formal contracts with the agencies were available, specifying the division of responsibilities in writing.

C2 All staff (administrative and tutorial) have completed basic awareness level safeguarding training, and the two DSLs are trained to advanced level.

C3 Publicity makes it clear that the school does not supervise under 18s out of class, and parents sign a consent form recognising this. However, the form does not indicate to parents the sort of risks the students may run.

C4 Some aspects of safer recruitment procedures are followed. All staff employed had DBS checks, although five out of 14 were more than three years old. However, there is confusion about the procedure for reference requests to enquire specifically about the applicant's suitability to work with under 18s. The recruitment policy says references will ask about suitability to work with under 16s; the reference request form asks about suitability to work with children. Staff files were missing references for some recent appointees.

C5 There are good procedures to ensure safety and supervision on school premises and during breaks.

C6 As noted above, the agency and group leaders are responsible for students under 18 outside class hours. Nonetheless, guidance is provided in the student handbook about ways to keep safe in London. Group leaders are briefed on their responsibilities, and sign off their agreement. On excursions and outings, under 18s are allowed unsupervised free time only in groups of three and with parental consent.

C7 Accommodation arrangements for under 18s are always made by the agency sending the students; many under 18s on adult programmes are living at home.

C8 Agencies and parents are provided with an emergency contact number for the school; on the school's database agency students are shown with the group leader as their emergency contact. A 24-hour contact number for the agency concerned is needed to fully meet this criterion.

Care of under 18s summary

The provision just meets the section standard. There is a safeguarding policy in place, supported by additional documentation. All staff are DBS checked and procedures for ensuring the safety and security of under 18s on school premises are sound. Parents sign consent forms acknowledging that the school is not responsible for students outside scheduled lessons, and are given a 24-hour contact number for the school. However, the safeguarding policy is in need of review to extend its coverage. Consent forms need to set out examples of the risks that might be involved. Not all aspects of safer recruitment are followed, and references for some staff are not on file. A 24-hour contact number for the agency sending students needs to be logged as the means of contacting parents.