

Organisation name	The Leeds School of English and summer centre at Fulneck, Leeds
Inspection date	4–5 April 2018 and 27 July 2018

Section standards	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
<b>Premises and resources</b> The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met
<b>Recommendation</b>	
We recommend continued accreditation.	

Summary statement
<p>The British Council inspected and accredited The Leeds School of English in April and July 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general English for adults (16+) and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, premises and facilities, academic management, course design, learner management, teaching, care of students and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

The Leeds School of English, originally ECX Training Leeds, provides general English courses for students who already live in the community, and for students recruited abroad. Women-only classes and a crèche enable students to attend classes who might otherwise be excluded. Approximately half of the students book directly, while the other half come through agents.

The crèche, run by a separate company, is provided for the children of parents attending morning classes. Parents of children using the crèche must be on the premises at all times. The crèche was not running at the time of the inspection.

At the beginning of this year, the then academic manager became the director of academic development, his role changing from full-time to part-time, and the senior teacher became the academic manager.

The inspection lasted one whole and one half day. Meetings were held with the executive director, the director of academic development, the academic manager, the operations manager, the administrative manager and the student services officer. All teachers timetabled during the inspection were observed twice. Focus group meetings were held with both students and teachers. One inspector visited one residence and telephoned the accommodation agency which provides homestays.

The head of the year-round school contacted the Accreditation Unit following the inspection in April 2018 to clarify procedures relating to accreditation for the new junior summer centre at separate premises in Leeds in summer 2018, and for the junior summer centre in Scarborough advertised for summer 2019. The Accreditation Scheme Advisory Committee recommended that the new Leeds summer centre could be part of the year-round school's original accreditation; the 2019 Scarborough summer centre could be the one separate seasonal centre.

In July 2018 a supplementary inspection was carried out to assess the new summer centre at Fulneck School in Leeds. The inspector spent a day at the centre and talked to the head of the main school, the bursar of the host school, the summer centre manager, the academic manager, the welfare officer and the activities manager. Focus groups were held with two groups of students, an informal discussion took place with the teachers and activity leaders over lunch, all classes were observed, activities sampled and documentation was checked. The onsite residential accommodation was also inspected.

## Address of main site/head office

Stewart House, St Andrews Court, Leeds LS3 1JY  
Fulneck School, Fulneck, Leeds LS28 8DS

## Description of sites visited

The school is situated close to the city centre in a cluster of mainly modern office buildings. The school's two-storey building, which stands on its own, comprises a reception area, doubling as the administrative office, one classroom, the teachers' room, a crèche (which is sometimes used as a classroom), a quiet room and a toilet, all on the ground floor; and four further classrooms, a common room and another toilet on the first floor. Entrance to the crèche is through the reception area.

The additional space, rented in the same office complex across the yard from the school, is housed on the first floor of an older building. The school rents two rooms, one as a classroom and the other as a crèche. It also has the use of a kitchen area and a toilet.

Fulneck School is an independent day and boarding school, founded in 1753, and situated in a village, five miles from Leeds city centre, and a twenty-minute drive from the main school. The school is campus style with various teaching and boarding houses, a sports hall/gym and sports grounds. The summer centre classrooms are on the ground floor of the main school building, where the centre manager's office and the staffroom are located, too. Boarding facilities for the girls and boys are located on the upper floors of the main school building. All meals are taken in the school canteen.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<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"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

General English courses for adults are open to students aged 16+. These take place in the mornings with extra afternoon lessons, including IELTS preparation courses. Classes are also held for women only. One-to-one classes are offered all year. There were no one-to-one or women's classes taking place during the inspection.

The summer junior course is for students aged 12–17; the minimum course is two weeks and the maximum six weeks. The course is run at levels from elementary to advanced and consists of 12.5 hours per week (15 lessons of 50 minutes). There are activities every afternoon and evening, and three excursions every week.

### Accommodation profile

All current homestay students are placed with homestays through an accommodation agency registered with the British Council. This is a new agreement, and a telephone call by one inspector with the agency office confirmed that arrangements between the school and the agency were working well. The school also keeps on file details of homestays they have recruited directly and worked with in the past, so that they have a pool of homestays to call on when necessary.

The school has active framework agreements with three student residences located between five and ten minutes' walk of the school. Residences are ensuite and organised in flats with single rooms and a shared kitchen/social space for three to seven students.

The summer centre offers boarding house accommodation onsite and homestay accommodation in Leeds. At the time of the supplementary inspection there were no students in homestay; all 68 students enrolled were accommodated in the boarding houses. Boys and girls are accommodated in separate houses in either single or twin rooms, with shared bathrooms.

### Summary of inspection findings

#### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, with both staff management and strategic and quality management contributing to a well-run operation which benefits both staff and students. The school's goals and values are clearly stated and its strategic plan is both well written and thorough. The high standards established by the management of the year-round school extend to all aspects of the summer centre operation. Publicity gives an accurate description of nearly all aspects of the school's provision. *Strategic and quality management* is an area of strength.

#### Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a very comfortable and professional environment for work and relaxation, although toilet facilities are limited. The summer centre premises are spacious, attractive and entirely suitable. There is an appropriate range of learning resources, suitable to the ages and needs of students. Students make good use of the web-based learning platform that accompanies the coursebook used in the school. *Premises and facilities* is an area of strength.

#### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the school's learning context. Teachers receive very good guidance which enables them to support students effectively in their learning. Courses are well managed and well structured. Students benefit from both academic and learner management with the result that their learning experience in the school is positive. The teaching observed met the requirements of the Scheme. *Academic management, Course design, Learner management* and *Teaching* are areas of strength.

#### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and information are well met. The homestay provision meets the needs of students and the residence is of an exceptionally high standard. The boarding house accommodation at the summer centre is well managed and very suitable. Students were very satisfied with their accommodation. The school's leisure programme is well run and offers an interesting range of activities encouraging students to make the most of their stay in Leeds. The

summer centre leisure programme is varied and very well run. Risk assessments are thorough. *Care of students* and *Leisure opportunities* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities. The school's safeguarding policy is clear and is made known to staff, students, parents and hosts and to all adults who have contact with the school. Under-18 students are very aware of what they can and cannot do, and parental consent forms ensure that parents are made aware of the limits of supervision. Supervision of the junior students at the summer centre is rigorous.

## Evidence

### Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

### Comments

M2 The very thorough strategic plan includes objectives that are specific, measurable, achievable, realistic and time-based, as well as a clear (and clear-eyed) analysis of strengths, weaknesses, threats and opportunities. The review involved in the formulation of the plan is ongoing and involves all key staff.

M3 Staff and students are made aware of the structure of the school's management by means of an organogram, with photographs, in reception and by additional information in the students' handbook and on the cloud-based management systems. There are sufficient staff at all times, with robust continuity provision.

M4 Very good communication in the school – praised by all staff – is based on the friendly and welcoming nature of the organisation. Regular teachers and administrative staff meetings are minuted. There is an administration staff email group. Communication in the summer centre is also very effective, with regular staff meetings, online communication and frequent supportive visits by the head of the year-round school. The bursar of the host school spoke very positively of the working relationship with the school and the summer centre staff.

M5 Students are sent online feedback questionnaires at the end of their first and last weeks and, for longer-stay students, at regular intervals between the start and end of their stay. Although the effectiveness of feedback mechanisms has sometimes been compromised by poor take-up, with a low number of students returning their forms, the school has worked successfully to improve this. Other feedback is collected informally, through a feedback box and through tutorials. Action taken is recorded.

M6 Staff complete annual questionnaires, the most recent of which resulted in a comprehensive summary of academic staff feedback written by the academic manager. Appraisals, meetings and informal conversations feed in to overall staff feedback. Action taken is invariably recorded.

M7 The very few points to be addressed from the last spot check report had been satisfactorily addressed. The school had completed a clear and comprehensive self-evaluation, with action taken and recorded. Good use is made of other providers' reports in reviewing all aspects of provision. All policies are reviewed on a regular basis.

<b>Staff management and development</b>	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength

M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Not met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

#### Comments

M8 Human Resources (HR) policies, often based on templates provided by a law firm specialising in HR, are tailored to the school's needs and are made known to staff by means of the staff handbook and the school's HR hub. Staff expressed appreciation for the staff welfare provision so clearly laid out in the welfare policies.

M11 A comprehensive online induction, accompanied by a checklist, ensures that all new staff start work familiar with key aspects of the school's procedures and policies. Induction for all summer centre staff is very thorough with the managers having between four and seven days' induction, and all staff receiving first aid, safeguarding and Prevent training. Excellent support is provided by the staff of the year-round school.

M12 A supportive appraisal process, with target setting and identification of areas for improvement, as well as areas of achievement, links in with continuing professional development (CPD) and with observations. Although there is a disciplinary procedure in place, there is no written procedure, known to staff, for handling unsatisfactory performance.

M13 All staff benefit from a CPD policy that covers both academic and administrative staff. Good CPD records list regular academic development sessions, linked to appraisals and observations, as well as opportunities for administrative staff to take courses. Teachers are encouraged to attend external CPD events and have all their costs covered. Considerable effort is made to accommodate teachers following courses which lead to further qualifications, with time allowances and extra observations provided. All teachers keep CPD journals. Weekly CPD sessions on practical aspects of teaching juniors are held in the summer centre.

<b>Student administration</b>	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Not met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

#### Comments

M14 Students praised staff for their helpfulness and approachability, saying that the school feels like a home. IT packages, all cloud-based, are appropriate, effective and well maintained.

M15 The website and brochure provide clear information about courses and the school prides itself on the speed with which they respond to requests for advice. Student feedback confirmed this. While students are attending the school, advice and information is provided by reception staff, the academic manager and by teachers during tutorials. Enrolments for the summer centre benefit from the competent staff and good administrative systems in place in the year-round school.

M19 The attendance policy is known to all staff and students. Records are kept on the school management system and staff can call up attendance records, including percentage attendances for any period, very quickly. Absences are followed up consistently and efficiently.

M20 Although information on the conditions and procedures under which a student may be asked to leave the course are available, these are insufficiently explicit.

<b>Publicity</b>	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

### Comments

The website is the principal medium for publicity, but a general and a junior summer school brochure are also available. The school has its own social media presence.

M22 This criterion is met. Nearly all of the information is accurate and gives rise to realistic expectations, but there are occasional references to 'excellent teaching', a claim which cannot be substantiated at all times for all teachers. This was corrected during the inspection.

M23 This criterion is met. However, there are a number of inaccuracies of spelling, punctuation and grammar on the website and in the brochure. Most of those found on the website were corrected during the inspection.

M24 This criterion is met. Almost all of the information required is clear, accurate and relatively easy to find. However, it is sometimes difficult to find the total number of taught hours each week. This was corrected during the inspection.

M26 Adequate information is provided in the Frequently Asked Questions section of the website.

M28 This criterion is met. One reference to 'our excellent teachers... (with) 100 years of combined experience' was changed during the inspection.

### Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength

### Comments

P1 The premises are clean, well decorated and in a good state of repair. The large reception area and well-planned common area, along with the excellent lighting and ample natural light, combine to produce a very comfortable place in which to work and study. Toilet facilities are just adequate for the number of staff and students, and additional facilities will be available later in 2018. The premises for the summer centre are excellent in every respect.

P2 Classrooms are all well lit and ventilated, and free from extraneous noise. Comfortable chairs are so placed that all students can see, hear and write in comfort but the use of large tables in relatively small rooms results in limited flexibility of layout. Classrooms at the summer centre are entirely suitable.

P3 The large common area, used by students and staff, is well furnished, comfortable and light. Arrangements for meals in the summer centre canteen are good. Students have access to a large hall and a computer room for relaxation, as well as to the school grounds, a facility much appreciated in the hot summer being experienced at the time of the supplementary inspection.

P5 Signage is clear and the branded decoration creates a sense of identity. Well-maintained noticeboards house attractively designed information sheets.

P6 Given the size of the school and the demands on space for classrooms, the management has done well to

provide a spacious teachers' room, with enough seating and storage space for all teachers, even at peak. The room is equipped with computers, printing and photocopying facilities. There is a good-sized staffroom at the summer centre.

<b>Learning resources</b>	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

P7 Students buy the coursebook, which is in use at all levels. It is accompanied by a workbook, available to all students on the web-based learning platform. Students can continue to access these web-based materials after their course has ended.

P8 A good range of alternative coursebooks and appropriate supplementary materials is available for both morning and afternoon classes, and for the junior courses at the summer centre. Teachers regularly add materials to afternoon class topic packs.

P9 All classrooms are equipped with laptops, projectors and speakers, all of which teachers used with confidence. Students have the use of four computers in reception. Three members of staff provide technical support and also train staff in the use of educational technology when necessary. Classroom technology at the summer centre was being used well.

P10 Apart from a small selection of readers in reception, there is no study centre. However, the web-based learning platform is used by all students as an integral part of their course and provides material and activities for students to use both while at the school and when they have left the school.

P12 There is no formal review of teaching and learning resources but the academic manager takes note of teacher and student feedback, monitoring what is used and how often.

#### Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

#### Comments

T2 One of the summer centre teachers had a teaching qualification which does not meet the requirements of the Scheme. The rationale provided was accepted in the context of the supplementary inspection as the teacher had completed some online initial ELT training and, since the course did not include teaching practice, had supplied the school with records of five hours' teaching observations from his previous academic manager. He also had very relevant teaching experience with young learners.

T3 Teachers have experience of teaching in a range of countries abroad, as well as in the UK. Two teachers have taught in the state system, and all have some young learner experience. The academic manager is very aware of the team's strengths and weaknesses and promotes CPD opportunities to fill gaps at both an individual and a team level.

T4 Both academic managers are TEFLQ and have at least five years' full-time EFL teaching experience in different contexts. The director of academic development used to be the academic manager, while the current academic manager was the senior teacher. They now work together on course development and consult regularly on

academic matters. The summer centre academic manager is TEFLQ and has varied and relevant teaching experience. She is supported well by the academic staff of the year-round school.

<b>Academic management</b>	<b>Area of strength</b>
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Strength
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

#### **Comments**

T6 Timetabling takes into account the dominant student nationality and their personal circumstances, with no Friday afternoon classes. There are women's courses, with a crèche provided to enable female students to attend these classes. Teachers' needs are also taken into account: they are informed of their teaching timetable two weeks in advance. These timetables are published on the teachers' page of the website and a printed version is posted in the teachers' room. Age is taken into account at the summer centre where students aged 12–14 and those aged 15–17 are taught in separate groups, juniors in the morning and seniors in the afternoon.

T8 Information and advice about continuous enrolment and its effect on academic management is available in the teachers' handbook. A recent CPD session focused on this area. New students have a tutorial in their first week, which gives the teacher an opportunity to help students. The academic manager also makes herself available to help new students during their first week.

T9 Teachers praised the academic manager for her availability and her willingness to help. Weekly teachers' meetings include short, practical sessions where ideas are exchanged. Peer observation is encouraged. New teachers get extra support, both from colleagues and from the academic manager, who invariably observes a new teacher within their first two weeks and offers help with the online data management system. There is excellent support for the summer centre teachers from the academic manager. She is available on Sundays when the teachers plan their lessons together, and everyone spoke very highly of her creative input.

T10 Teachers spoke highly of the observation process, particularly the developmental observations which take place two or three times a year. A pro forma allows the observer to make wide-ranging comments on all aspects of classroom practice. It also includes a self-evaluation form for the teacher to complete and space for action planning. This feedback and action planning feeds into appraisals. Regular drop-in observations allow the academic manager to gauge class levels and to see how new teachers, or teachers whose classroom performance exhibits weaknesses, are managing. At the summer centre the academic manager does drop-in observations in week one, and developmental observations in week two. Feedback notes were seen to be perceptive and constructive.

<b>Course design and implementation</b>	<b>Area of strength</b>
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

#### **Comments**

T11 There is a clear statement outlining the principles behind the course design of both morning and afternoon classes. The morning classes are coursebook-driven. Each teacher produces a weekly plan which takes students' needs at that time into account. Afternoon classes are topic based, with teachers deliberately left to design their own syllabus for each class. There is limited written, structured guidance for these courses but teachers and

academic managers are currently combining to provide more guidance (see T12). The summer school course is a good balance of coursebook-related lessons and project lessons which often relate to UK culture.

T12 A recent review of the morning classes resulted in the school deciding to continue using the same coursebook and the same coursebook-driven approach. An ongoing review of afternoon classes, informed by both student and teacher comment, has led to teachers producing topic packs which are already providing more structure and support for teachers.

T13 Weekly outcomes charts are posted on classroom walls. Teachers' weekly plans are primarily written for the teacher's use, but, although students do not see these documents, teachers regularly refer to them so that students can see how a lesson's content links to the outcomes chart.

T15 The coursebook includes regular study skills tips. The teacher's handbook features a section on developing independent learning. Students have school-branded notebooks with spaces for lesson notes, vocabulary lists and everyday English. Teachers give advice on independent learning, including the use of the web-based learning platform, during tutorials and, in a student's final tutorial, advice on how to continue their learning beyond the course.

T16 Each week, teachers focus on a functional area which students are likely to encounter outside the classroom, such as dealing with misunderstandings or making telephone enquiries. Friday and weekend social activities are often accompanied by language worksheets with key vocabulary and language related to the activity. Project work and preparation for excursions was seen to be very creative on the junior courses.

<b>Learner management</b>	<b>Area of strength</b>
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

#### **Comments**

T17 The placement test covers all skills except listening. Students complete a short questionnaire that asks them to assess their own level and to state what level they would like to reach at the end of their course. Students planning to follow an IELTS preparation course complete a needs analysis.

T18 Weekly assessment results are recorded on an assessment tracker. Students receive a copy of this when they leave. Student progress is also discussed during mid-course and end-of-course tutorials. Reports include the teacher's assessment of each student's Common European Framework of Reference (CEFR) level in each skill, along with their overall level.

T19 Learning support is provided by teachers, the academic manager and the web-based learning platform. The procedure for students wishing to change courses is clearly spelled out in both the teacher and the student handbook and is also available on the school's website.

T21 All students, including those on the junior courses, receive a professionally presented report with CEFR levels and a thoughtful, well-written appraisal of their progress, strengths and areas to improve.

T22 The school works in partnership with an external consultancy which provides advice on university entrance.

#### **Classroom observation record**

Number of teachers seen	4 (main school), 4 (supplementary inspection)
Number of observations	8 (main school), 4 (supplementary inspection)
Parts of programme(s) observed	All except the women's classes, which were not running during the week of the inspection. All four junior classes running at the summer centre.

#### **Comments**

The observations of the junior courses were of 15-minute segments because of time constraints.

<b>Teaching: classroom observation</b>	<b>Area of strength</b>
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Strength

T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

### Comments

T23 Good knowledge of linguistic systems was displayed in all segments. Teachers used the phonemic script and word stress markings confidently and provided accurate models of both spoken and written English. Explanations were generally clear and relevant.

T24 Although teachers provided useful class profiles, plans did not offer many opportunities for differentiation in classes with mixed levels and skills profiles. Lesson content was well chosen to reflect students' needs, interests and cultural backgrounds.

T25 In some cases, aims were listed in terms of what the teacher would do in the lesson, rather than in terms of student learning outcomes. Aims and outcomes were invariably made known to students and, in some cases, checked at the end of the lesson. All lessons provided a coherent sequence of activities.

T26 A variety of techniques relevant to the focus of the lesson and the needs of the learners, including the juniors, was observed. These included elicitation, nomination, pair and group work and role play. Teachers checked meaning and understanding regularly and unobtrusively, and pace and control was good. Teachers consistently promoted autonomy and engaged with students as peers.

T27 Teachers made very good use of video clips and the whiteboard, and used the coursebook effectively as a springboard to learning. Instructions were clear and usually efficiently checked. Materials produced by teachers were both imaginative and professionally presented. Good use was made of cards, post-its and wall displays, particularly with lower level classes, and of materials to support project work on the junior courses.

T28 A variety of self, peer and teacher-led correction techniques was seen in most segments. There was some delayed correction but often opportunities to pick up error were missed, particularly errors occurring in the flow of the lesson.

T29 Very often an activity or exercise instantly provided effective evaluation of the activity or exercise that had preceded it. Teachers used concept checking from time to time.

T30 Teachers made very good use of their knowledge of their students' lives, interests and experience. There was always a positive and diligent atmosphere, partly created by students' enthusiasm but also by the teachers' manner, voice and genuine interest in their students' learning. Teachers pitched their language well, with clarity and speed not causing distortion in lower level classes. In the better junior segments teachers understood the importance of pace and variety in motivating young learners, and students were engaged and clearly enjoying their lessons.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with the majority of lessons observed in the main school being good, and in the summer centre entirely satisfactory. Knowledge of the linguistic systems was good, and all teachers adapted their language to their students' level. Lesson content was relevant to student needs and interests and generally led to appropriate outcomes. In almost all lesson segments observed, students were fully engaged and teachers made good use of a range of appropriate techniques. Useful feedback was provided in most lesson segments observed and evaluation of learning was effective. Teachers' knowledge of students' lives and interests and the good rapport they had established with their classes resulted in a positive learning atmosphere.

### Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and	Met

circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

### Comments

W1 There are impressive levels of safety and security throughout the building. The main reception area doubles as office space for administrative staff who are present whenever the building is open. They ensure that entry to the building is very strictly controlled and monitored. CCTV cameras and security shutters on all ground floor windows provide additional levels of security. Comprehensive risk assessments were seen, covering all aspects of safety and security, and safety and security is specified in the operations manager job description. Trained fire wardens are always on site. Security at the summer centre premises is entirely satisfactory; the school had undertaken its own risk assessment prior to the students arriving.

W2 A major incident procedure known and understood by staff is in place for the school and for all excursions. There is a simplified briefing in the student handbook which makes the emergency procedures very clear, and this is reinforced at induction.

W3 There are good levels of pastoral care in the school. Students in the focus group spoke highly of the level of care they receive; they felt well looked after and knew who to go to for help with any problems. No specific arrangements are in place for the pastoral care of under 18 students in the year-round school, but all staff are aware of who these students are and a close eye is kept on them. A room is made available for religious observance. Pastoral care for the juniors at the summer centre is very good.

W4 Respect and tolerance for all is part of the ethos of the school, and posters are displayed in all the classrooms conveying this message. The message is also included in student and staff handbooks and is regularly repeated in class.

W7 Comprehensive information about life in the UK is given to students in the handbook and good displays of up-to-date information are in evidence throughout the school.

W8 Information is available in the student handbook, reinforced at induction and through information posters displayed in the building. Trained first aiders are always on the premises, including at the summer centre, and clear procedures are in place to assist any student who might become unwell. First aiders are also always present in the residences used by the school, and procedures are in place to deal with any emergency.

<b>Accommodation</b> (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

### Comments

W9 The residential accommodation visited was of an exceptionally high standard with various on-site facilities available to students, such as a gym and a cinema room. The residential accommodation at the summer centre is entirely satisfactory and provides a typical boarding school experience, which students said they enjoyed.

W11 Student residences are inspected yearly and visited more frequently than that. There is a good working relationship between the school and the residence manager. Their geographical proximity means that any issues can be dealt with very quickly and in person. Hosts recruited by the accommodation agency are re-inspected every two years, with additional drop-in, relationship-building visits. The residential accommodation is checked for safety

and suitability prior to the start of the summer centre, and regularly throughout the course.

W13 Feedback about accommodation is collected from students after the first week, but students are encouraged to discuss any issues or problems they might have as soon as they arise. The accommodation agency has received no feedback as yet because the relationship is so new, but procedures are in place and made clear to students about what to do if they are not happy in their accommodation. Students in the focus group expressed high levels of satisfaction with their accommodation. Regular contact between summer centre welfare/activity staff and the students ensures that any issues relating to accommodation are identified quickly and dealt with promptly.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
<b>Comments</b>	
All criteria in this area are fully met.	

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
<b>Comments</b>	
All applicable criteria in this area are fully met.	

<b>Leisure opportunities</b>	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
<b>Comments</b>	

W23 Information about local events and places to visit is included in the student handbook and displayed in the reception area and on walls throughout the school. If students join the school social media group, they receive regular updates about events taking place in the Leeds area. Daily information about the choice of activities on offer is provided for students at the summer centre.

W24 The school offers 'Explorer Fridays', a programme of mostly free activities to local places of interest every Friday afternoon. Walks and occasional sporting activities are also organised. Any costs of entrance fees or public transport are clearly signalled to students before the activities. 'Getaway Saturdays' take place once a month and are normally full-day excursions to places further afield, such as Liverpool, Manchester, the Yorkshire coast, or to major league football matches or shopping outlets. Again, costs are made clear to students before they sign up for the events. The junior leisure programme is varied and caters for both sports-loving students, with a range of sports and games making excellent use of the school facilities, and those less keen on sports with a programme of arts and crafts activities. Excursions to Leeds and other northern cities, and to the coast, take place every week. Students were very positive about their activity programme.

W25 Staff accompany the students on all outings and incorporate language learning activities through handouts and quizzes. Regular feedback after each trip allows future planning and refinement of the programme, and students are encouraged to suggest activities they are interested in.

W26 Comprehensive risk assessments are in place for all social activities and these are systematically reviewed after each activity. Trained first aid staff accompany all outings and robust procedures are in place to ensure the safety of students, including registers of all students with their contact phone numbers, details of meeting points and information about the emergency plan. At the junior centre, the activity manager and one activity leader are former

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students at the host school and, therefore, are very familiar with the premises and location.

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### Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

### Comments

There were six students under the age of 18 at the time of the full inspection. All students were on adult courses. Numbers of students who are 16–17 years old vary throughout the year, with most under-18s attending the school in the peak month of July. There were 68 students aged 12–17 at the summer centre at the time of the supplementary inspection.

S1 The school takes safeguarding seriously and a comprehensive safeguarding policy is in place. A named member of staff is the designated safeguarding lead (DSL). At the time of the inspection the policy for handling delayed suitability checks was known but not written down. The policy was added to the administrative manual at the time of the April 2018 inspection and the criterion is now met.

S2 All adults in contact with under 18s are made aware of the school's safeguarding policy. It is available on the website with simplified versions for students, parents and host families. All staff, including summer centre staff, have undergone safeguarding training and a regular basic awareness training update is also compulsory. In addition to the DSL, another member of staff has also completed specialist safeguarding training.

S5 Under 18s are highlighted on all class registers. Attendance is checked mid-morning and mid-afternoon but action when under 18s are absent from classes in the year-round school is taken too long after the class has started. Procedures for checking attendance at the junior summer centre are rigorous.

S6 Supervision of the juniors at the summer centre is exemplary.

### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations.

- Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.
- On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.
- Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.
- Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.
- Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

### Comments

D1 The items sampled were satisfactory.

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### Organisation profile

Inspection history	Dates/details
First inspection	February 2014
Last full inspection	April 2018
Subsequent spot check (if applicable)	February 2015; June 2016
Subsequent supplementary check (if applicable)	July 2018
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	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	2012 (as ECX Training)
Ownership	Name of company: The Leeds School of English Ltd. Company number: 08261016
Other accreditation/inspection	N/a

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	St Andrews House, St Andrews Street, Leeds LS3 1LF. A classroom and a creche are rented in this building for women-only classes. The building is a minute's walk from the school.  Fulneck School, Fulneck, Leeds LS28 8DS New junior summer school operation 8 July – 19 August 2018.

### Student profile

	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	16	60
Full-time ELT (15+ hours per week) aged 16–17 years	6	80 (summer centre 20)
Full-time ELT (15+ hours per week) aged under 16	0	50 (summer centre 48)
Part-time ELT aged 18 years and over	1	10
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	23	200
Junior programmes: advertised minimum age	N/a	12
Junior programmes: advertised maximum age	N/a	17
Junior programmes: predominant nationalities	N/a	Saudi Arabian, Spanish, Italian, Chinese Summer: Omani, Saudi Arabian, Spanish, Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–30	18–30
Adult programmes: typical length of stay	12 weeks	12 weeks
Adult programmes: predominant nationalities	Saudi Arabian	Saudi Arabian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	16 (summer centre 4)
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	1	2 (summer centre 1)
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	0	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2 (summer centre 1)
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2 (summer centre 1)
Comments	
The academic manager was not scheduled to teach during the inspection. The director of academic development works part-time but is in frequent digital contact with the academic manager. The academic manager at the summer school was not scheduled to teach during the inspection.	

### Teacher qualifications profile

Profile in week of inspection		
Professional qualifications	Number of teachers	
	main	summer
TEFLQ qualification	1	1
TEFLI qualification	3	2
Holding specialist qualifications only (specify)	0	0
Qualified teacher status only (QTS)	0	0
Teachers without appropriate ELT/TESOL qualification	0	1
Total	4	4
Comments		
None.		

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)			
Types of accommodation	Adults	Under 18s	
	main	main	summer
<i>Arranged by provider/agency</i>			
Homestay	3	4	0
Private home	0	0	0
Home tuition	0	0	0
Residential	3	0	68
Hotel/guesthouse	0	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0	0
<i>Arranged by student/family/guardian</i>			
Staying with own family	11	2	0
Staying in privately rented rooms/flats	0	0	0
Overall totals adults/under 18s	17	6	68
Overall total adults + under 18s	23 (91 including summer school)		

