

Organisation name	Lewis School of English, Southampton
Inspection date	18–19 April 2017

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

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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in T4 have been addressed.

Summary statement

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

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

Strengths were noted in the areas of staff management, student administration, course design, teaching, care of students, accommodation, leisure opportunities, and care of under 18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	1988
Last full inspection	2013
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	2015
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Externally validated pre-service ELT training course.
Other related accredited schools/centres/affiliates	Lewis School of English multicentres
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1976
Ownership	Name of company: Lewis Schools Ltd Company number: 03312844
Other accreditation/inspection	ISI

Premises profile

Address of main site	30–33 Palmerston Road, Southampton SO14 1LL
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	Newlands Park was used for a group of 18 junior students for ten days in December 2016. These premises are located in Chalfont St Giles and are available for school or college groups to hire on short-term leases. Residential accommodation is provided in small flats for 4–6 students with en-suite facilities. Classrooms and sports facilities are provided on-site and there is security provision 24/7.
Profile of sites visited	The school is located in central Southampton in four adjacent houses owned by the school. The reception area, offices, classrooms, teachers' room, self study/quiet rooms, computer room, coffee room and quiet room are located across the four buildings, which can be accessed through the courtyard gardens that run across the rear of the buildings or via the street access doors.

Student profile

	At inspection	In peak week: March (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	59	87
Full-time ELT (15+ hours per week) aged 16–17 years	2	13
Full-time ELT (15+ hours per week) aged under 16	19	43
Part-time ELT aged 18 years and over	1	0
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	81	143
Advertised minimum age	16+ for adult school 8 for junior groups	16+ for adult school 8 for junior groups
Actual minimum age	16 adult/11 junior	16 adult/11 junior

Advertised maximum age	17 junior	17 junior
Actual maximum age	18+	18+
Typical age range	23–26	24–26
Typical length of stay	12 weeks	12 weeks
Predominant nationalities	Saudi	Saudi
Number on PBS Tier 4 General student visas	2	2
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	30	40

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	15
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT 10–19 hours a week	5	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	3	5
Number of management (non-academic) and administrative staff working on eligible ELT courses	9	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	2
Total	5

Comments

A further member of the academic management team, who is TEFLQ, was on maternity leave at the time of the inspection and was not included in the above figures.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	7
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	8

Comments

Two of the TEFLQ members and one TEFLI member of the academic management team were also timetabled to teach in the week of inspection.

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 type="checkbox"/>	<input 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 runs general English courses for adults of either 15 or 22.5 hours per week. Students aged 16 and 17 are accepted on adult courses.

Junior off-peak courses for 8 -17 year-olds are offered throughout the year and numbers on these have ranged from 5 to 54 over the eight courses which have run since the summer. The two main courses offered to off-peak groups are a cultural one-week course and a classic general English course for up to four weeks.

One-to-one classes are offered.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	29	18
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	18	3
Staying in privately rented rooms/flats	13	0
Overall totals adults/under 18s	60	21
Overall total adults + under 18s	81	

Introduction

Lewis School of English was founded in 1976 and has been under its current ownership since 1994.

Year round the school offers general English courses to adults (16+) and to groups of juniors (8 –17). The organisation has separate accreditation for its residential junior courses, which run in the summer at four sites. Some members of staff are employed on a year-round basis to set up and manage the summer centres and at the same time have a role in, and are based at, the adult school.

Groups of junior students enrolled on off-peak courses are usually from schools, and are accompanied by group leaders and their teachers. Occasionally individual junior students are enrolled on junior courses. This was the case at the time of the inspection when two individual junior students joined the group of students enrolled from a school in Spain. Generally junior groups have their lessons in the main school and are accommodated in local homestays. Courses for off-peak groups requesting residential accommodation are located at Newlands Park. There have been eight off-peak courses offered since last summer and numbers have ranged from six to 54.

The teacher training department was set up four years ago and five or six four-week externally validated pre-service ELT training courses are offered each year. The teacher trainers are available for academic management support or teaching when not involved in the training programmes.

The inspection took place over two days with two inspectors. Meetings were held with the director, the director of studies (DoS), the junior centres manager, the welfare manager, the finance and administration manager, the welfare and administration officer, the marketing and communications manager, the operations administrator, the social activities co-ordinator, the HR manager, the resources manager and the accommodation officer. Focus groups were held with teachers, adult students, junior students and group leaders. All teachers timetabled during the inspection were observed and three homestays were visited.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure is clear. The director, assisted by the heads of the various departments, manages the day-to-day running of the school. In the director's absence, the heads of departments ensure continuity is maintained.

M3 All the roles have job descriptions. Job descriptions for the academic management (AM) team had not been updated to reflect the changes in the structure of the academic management. These descriptions were changed during the inspection. The junior centres manager has the role of child protection officer, but the responsibilities of this role are not made clear in the job description.

M4 There are effective formal and informal channels of communication within the departments. Minuted teachers' meetings are held every week. The administrative team communicates informally on a very regular basis, including the accommodation officer, who works remotely from home. Regular management team meetings focus on a particular issue or theme.

M5 The HR manager ensures policies are updated and made known to all staff in the company handbook and online. Advice is sought from external bodies when necessary.

M7 The school has induction manuals and clear induction procedures for teachers and administrative staff. There is a comprehensive checklist for both teaching and non-teaching staff. Whenever possible, there is a handover period and new teachers are offered support from more experienced teachers. Staff said they felt they had been well prepared for their role and responsibilities.

M8 All staff have two annual appraisals during which the targets set at the previous appraisal are reviewed and new targets set. There is a clear policy for dealing with underperformance in teachers. However, there is no corresponding policy for non-teaching staff.

M9 There is a member of staff with additional responsibilities for continuing professional development (CPD). There is a clear CPD policy in place for teaching staff and a policy and procedures are being developed for non-teaching staff. Staff are encouraged to attend both internal and external training events. Funding is available for external 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 There is a very well-organised administration team, who work well together with established systems and procedures. Those who work in the reception area are available and courteous to students at all times. Extra staff are recruited and trained well in advance to help in the busy times.

M11 Administrative staff deal effectively with online and other queries and can refer to other departments if further information is needed.

M14 There are very clear and separate policies and procedures to deal with attendance and punctuality for adults and for under 18s. Careful records are kept of both attendance, and any follow-up actions taken.

Quality assurance

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

Comments

M17 There is a procedure in place for reviewing all policy documents every six months and procedures are reviewed and changed on an on-going basis.

M18 The school continues to try different ways to ensure they receive feedback from students. After a poor return from electronic systems, paper-based feedback is now sought during the first and last week of the course. During their tutorials students are asked for verbal feedback. Actions taken as a result of feedback are recorded.

M19 Staff are able to provide feedback during appraisal or teachers' meetings. However, there are no formal ways of ensuring that all staff are able to give feedback or that actions taken are recorded.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

Comments

The school's publicity comprises brochures, a website and social media.

M21 The website has recently been updated. It is very well designed and information is easy to find. All the publicity is written in accurate and accessible language.

M23 The course descriptions are clear and helpful. The full syllabus and a simplified version are available online and these make the course content and progression through the levels clear. The levels are described in terms of 'can do' statements based on the Common European Framework of Reference (CEFR).

M29 Publicity makes it clear that ineligible courses are not covered by Scheme accreditation.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of its students, in accordance with its publicity. Staff are guided and supported well at their inductions and through an effective CPD policy. The administration systems and procedures are well established and managed effectively. *Staff management* and *Student administration* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>

Comments

R1 Adequate space across the four adjacent buildings allows flexibility in allocating rooms and spaces for different functions and courses, and for keeping adult and junior courses separate.

R2 An on-going programme of repair, maintenance and redecoration, both inside and outside, effectively meets the challenges of an old building.

R3 Classrooms are light and airy and are generally suitably furnished. However, in junior classes, the students found it difficult to carry out required tasks when using small study chairs.

R4 Students have a relaxation area with a small kitchen area and vending machines. They also enjoy the outdoor areas in fine weather.

R5 Noticeboards are well presented and notices are up to date. The layout is complex, but the signage to rooms is very clear.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
----------------------------	--------------------------	-------------------------------------	--------------------------	-------------------------------------	--

Comments

R7 Students on examination courses receive a coursebook. Other courses are not based on coursebooks and students are given photocopies and worksheets, which can be organised in the folders given to them on arrival.

R8 The resources manager ensures that materials and resources are well organised and easy for teachers to access. There is a range of printed resources available, DVDs and a picture library. Easy access to computers linked to printers allows teachers to choose and use online materials for courses where no coursebook is used. Pre-written resources are available for teachers on junior courses.

R9 Most of the classrooms have a computer, large monitor and overhead data projector. Classes can be taken into the computer room for lessons. Teachers receive training from the resources manager during their induction and on a one-to-one basis as needed.

R10 Students have the use of three separate rooms with computers for self study. They can borrow books from the school's small library.

R12 Teachers discuss resources and can make suggestions during teachers' meetings. However, there is not a clear procedure in place for the review process and teachers stated that they were not always involved in decisions taken.

Resources and environment summary

The provision meets the section standard. The learning resources and environment support and enhance the studies of students enrolled with the provider, and offer an appropriate professional environment for staff.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T1 Three teachers do not have a general level of education normally represented by a Level 6 qualification. The three rationales were accepted within the context of this inspection because of post compulsory education training programmes which demonstrated their academic proficiency. One teacher had done her initial TEFL training at the school and had been recruited because of the good quality of her academic assignments and general suitability for the school. The other two had many years varied experience in ELT both at the school and elsewhere.

T4 The AM team of four is led by a DoS. The DoS and one member of the team, the junior centres manager, do not have TEFLQ qualifications. Three members of the team have appropriate TEFLQ qualifications. One further TEFLQ-qualified member of the academic management team was on maternity leave during the inspection.

T5 Rationales were provided for the DoS and the junior centres manager. The DoS has a Level 6 qualification and is TEFLI. She became assistant DoS after she had been teaching at the school for seven years. She was inducted and trained for that role by the previous TEFLQ DoS and, after a six-week handover period, took over the DoS role from him. Two of the TEFLQ members of the team are teacher trainers on the teacher training courses run at the school, and one of these has responsibility for observing teachers, developing and managing the delivery of appropriate professional training and support. Other members of the team assist with the development and support of teachers, both formally and informally. Other AM tasks, including course design and review, are carried out by the DoS in conjunction with the TEFLQ-qualified members of the team. The rationale offered for the DoS was accepted within the context of the inspection.

The junior centres manager manages the off-peak year-round groups. He has a Level 6 qualification and a licence to teach English in private schools in his own country, but does not have a TEFLQ or a TEFLI qualification. He has had many years teaching experience overseas and on junior vacation courses in the UK. He took up his current role in 2015. This academic management role includes updating and developing the course content and materials, observing teachers and liaising with the teacher training department for CPD activities. The rationale states that observations conducted by the junior centres manager are for the purposes of monitoring the quality of the lessons. Some teachers teach on adult and junior courses and are observed by qualified members of the AM team while teaching adult classes. However, when teaching on junior programmes, teachers are only observed by the junior courses' manager. The rationale was not accepted within the context of the inspection.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 assigned to classes according to their experience, competence and personal development.

T7 Each morning class has two teachers and a less experienced teacher is paired with a more experienced one when possible, especially when teaching a new course. Whenever possible, a third teacher is assigned to the class in the afternoon. Teachers stay with their classes for 12 weeks.

T8 Cover arrangements with academic staff are built into the timetable. In an emergency, three members of non-teaching staff, who are also qualified teachers, can be called on for short-term cover.

T10 Three training and development sessions are arranged every two months. The programme is drawn up to address the needs of the teachers as identified and agreed with teachers during observations and some of the sessions are compulsory. Catch-up sessions are arranged for teachers who are unable to attend.

T11 Teachers are observed twice a year and each observation is carried out by a different member of the AM team. Observation notes are generally detailed and useful and include areas of development, which will be reviewed at the next observation. Most teachers have been observed by both TEFLQ and non-TEFLQ members of the academic management team and they commented on the usefulness of the observations. However, teachers are not observed by TEFLQ members of the AM team when teaching junior classes.

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

Comments

T12 The school uses its own syllabuses for both adult and junior courses. The 12-week adult, general English, topic-based syllabus is subdivided into six weekly units of grammar. Levels are defined by 'can do' statements based on the CEFR. Afternoon classes do not follow a prescribed syllabus and the content is decided by the teacher in consultation with the morning teachers. The junior courses follow a one to four-week syllabus based on weekly topics and themes, and include project work. Teachers receive useful advice about the syllabus and lesson planning in the teacher induction manual and there are detailed course guides available to junior course teachers.

T13 The two morning teachers liaise over the following week's scheme of work during a weekly meeting. This closely follows the syllabus, but is adapted to suit the needs of the particular class and individual students. The afternoon classes offer further opportunity for a third teacher to address specific needs more thoroughly without a set syllabus. There has been a recent review of the syllabus. The updated version was trialled over 12 weeks and teachers had the opportunity to give feedback and input.

T14 The syllabus is presented clearly to teachers and to students in a simplified form. The numbering of topics and lettering of grammar areas make it very clear what is to be covered and the expected outcomes, and the information is easy to access.

T15 Study skills are included in the syllabus and in the student welcome pack. Junior students are given a folder with dividers and blank pages for recording vocabulary and project work.

T16 Some of the themes lend themselves well to encouraging students to use their language outside the classroom. The junior cultural week course includes excursions and visits and these are prepared for in class and students given worksheets to complete. However, strategies to ensure students' language development benefits from being in the UK are not effectively included in all courses.

Learner management

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

Comments

T18 Both short and long-stay students have tutorials to discuss their progress at set intervals throughout their course. During a weekly meeting, teachers discuss individual students and whether they are ready to move to the next level. There is a written 'Monitoring progress procedure' for students who have been in the same level for eight or more weeks, in which case teachers liaise to work closely with the student and to draw up an action plan.
T21 All students receive a student report at the end of their course with their level and teachers' comments.

Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	Adult general English and junior.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers demonstrated a sound knowledge of the linguistic systems of English overall and in the particular language areas to be covered in the lessons. They provided appropriate and clear models and gave clear explanations of vocabulary and language points.
T24 Teachers had a good awareness of the profile and needs of the class and individual students. Aims were clear, the topics were of interest and different learning styles had been considered in the planning of activities. Problems were anticipated and solutions in place. In some lessons observed, the content was linked to the student experience outside the classroom.
T25 Rationales were seen in the plans for each stage of the lesson. The stages were coherent and, through a series of activities, led to a relevant learning outcome. In the majority of lessons seen, the menu for the lesson was clearly presented to students on the whiteboard
T26 A variety of appropriate techniques was seen in all lessons. These included effective elicitation, questioning, and monitoring. Listening and guided writing activities were managed well. Eliciting vocabulary by various means kept students engaged. Young learner techniques, such as competitive team work, were effectively handled.
T27 In the majority of lessons the whiteboard was organised well and work was presented clearly. The overhead data projector was used effectively. There was a range of materials used including picture prompts, quizzes,

worksheets and jumbled sentences. In many cases, teachers had prepared their own resources. T28 Monitoring allowed teachers to give individual feedback. Errors were picked up and dealt with appropriately at the time or later. Some errors in pronunciation were picked up and effectively corrected through whole-class drilling. T29 Teachers evaluated student performance through monitoring. Progress through the lesson was dependent on the successful completion of each stage. T30 There was a good level of participation and motivation. Students enjoyed the variety of interaction patterns giving them the opportunity to work with different students. Teachers demonstrated sensitivity to individual student needs, rapport was good and this resulted in a relaxed and positive learning environment.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory with a large majority of lesson segments observed being good or very good. Knowledge of the linguistic systems of English was sound. The lesson content had been planned to suit the needs of the individual student and the class. The aims were clear and the learning outcomes were made known to the students. In all lesson segments observed, techniques were varied and appropriate. The resources used were varied and often tailor made. Appropriate feedback was provided to students, and there were opportunities to evaluate learning. A variety of interaction patterns and a good rapport ensured a positive learning atmosphere.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given sufficient support to ensure that their teaching meets the needs of their students. However, not all members of the academic management team are appropriately qualified. Programmes of learning are managed very effectively for the benefit of students. The course design and implementation allows for flexibility and focused attention is given to individual progress. The teaching observed met the requirements of the Scheme. *Course design* and *Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 school is monitored by CCTV and by staff at the reception desk. Fire drills are carried out regularly. A full premises risk assessment has been undertaken and is required reading for all staff. It is included in the staff handbook. Students are given personal safety advice before and on arrival. A risk assessment and a procedure have been prepared for effective response to a major incident. Risks associated with current building works had also been identified.

W2 The school takes the welfare of its students very seriously. All staff are aware of their duty of care to students, and students commented positively on the approachability of teachers and other staff. A poster with the names, photos and responsibilities of staff is displayed prominently on a noticeboard and is included in handbooks. A prayer room is available for students to use.

W3 The welfare officer, who is primarily responsible for pastoral care, has received specialist training and is experienced. She is readily accessible to students throughout the day and is responsive to their needs. The junior centres manager has welfare responsibilities for junior students, and liaises with group leaders on pastoral care as appropriate. Welfare staff are introduced to students at induction.

W4 The school has a policy on abusive behaviour and an appropriately worded statement is included in information for adult students on the website. A simplified version for juniors is displayed as part of a poster on classroom walls. A Prevent risk assessment has been completed and a trained designated Prevent lead has been nominated.

W7 Comprehensive advice and information is provided on the school's website, on noticeboards and in person. Staff are very willing to help students with their stay and also to advise on individual travel arrangements in the UK.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers homestay accommodation to adult and junior students. A number of homestays are some distance from the school but are on direct bus routes. No residential accommodation was in use at the time of the inspection but in the summer period two separate privately owned student residences are normally used, one for adults and one for juniors. The summer junior accommodation comes under a separate accreditation for summer multi-centres.

Accommodation: all types

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

Comments

W10 A detailed checklist is used which includes Gas Safe certification. A fire risk assessment is included in the check and the accommodation officer works with homestay providers to produce it and record it. The accommodation officer is experienced in the role and has been a host herself. Full records are kept up to date, including notes from student feedback.

W12 Up-to-date accommodation records are kept, including checks on the necessary certificates. Informative host profiles are kept and are given to students. All records are both paper based and on computer spreadsheets and are readily accessible. Providers are either exclusive to the school or undertake to inform the school if hosting individuals from other sources.

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 Clearly stated rules, terms and conditions are in place and are made available to all homestay providers. They are updated periodically in the light of changing circumstances, feedback and experience.

Accommodation: residential

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

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 A useful and informative booklet on alternative accommodation is available to students. This is complemented by information on the school's web pages. Support and advice on an individual basis is available as required.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Local events, activities and attractions are posted prominently on a noticeboard. A 'what's on' section keeps interested students up to date with events in the city and surrounding area. Staff are on hand to advise students on planning their own trips and activities and can help with the arrangements if needed. Photographs of student activities are posted.

W27 The school runs a varied programme of activities, designed to respond to a range of interests. They include visits to cultural and scenic sites, sports activities and social events. Quiz nights and conversation clubs at the school complement the other activities. Students expressed satisfaction with the leisure programme and reported that they had participated in them. Separate programmes are run for adult students and juniors. Some junior activities are linked to course content.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Students' needs for pastoral care, safety and security are well provided for. Homestay accommodation is of a good standard and the accommodation provision is well managed. A varied and interesting programme of leisure activities is run throughout the year. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Care of under 18s

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

Comments

At the time of the inspection 19 students under 18 were enrolled on junior courses. These comprised 17 students in one group and two individual students. Two students aged between 16 and 17 were enrolled on adult courses. As most junior students come in groups staying for short periods, often one week, numbers of under 18s fluctuate considerably during the year.

C1 A very comprehensive safeguarding policy is in place. A named member of staff is the designated safeguarding lead (DSL). The school's documentation includes reference to codes of conduct and there is a system for incident logging. The safeguarding policy is clear and comprehensible. It includes comprehensive safer recruitment checks; the codes of conduct are full and detailed.

C2 The DSL is trained to specialist level. All staff are made aware of the safeguarding policy and have completed basic safeguarding training. This is a school requirement. Homestay hosts hosting under 18s are fully briefed on safeguarding requirements and the code of conduct.

C3 Publicity material is clear on the level of supervision provided to 16 and 17 year-olds on adult courses and this is agreed to by parents when signing a mandatory consent form. Separate details for students on juniors courses are included on the school's website and provide complete and accurate information about the level of supervision provided.

C5 Under 18s on adult courses have extra supervision, provided through weekly meetings with the welfare officer. Their names are highlighted on registers so that teachers are fully aware of any under 18s in the class. Students on juniors courses are fully supervised during the day and on any organised evening activities. Appropriate supervision ratios are maintained.

C6 In the evenings and at weekends when there are no classes or organised activities (the classes usually run on Saturdays) juniors stay with their homestay hosts and are not allowed out unaccompanied. Homestay hosts are provided with a programme of lessons and activities and are informed of the rules applying to their students' stay and of action to be taken if a student is late returning. A separate leisure programme is run for adults and those under 18s on adult programmes may participate if there is no legal restriction, such as on the consumption of alcohol.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. There is appropriate provision for the safeguarding of students under the age of 18 on both junior and adult courses. Suitable safeguards are in place on the school's premises, in student homestay accommodation and during outside activities and visits. *Care of under 18s* is an area of strength.
