

Organisation name	Lewis School of English, Junior Centres (Head office Southampton)
Inspection date	21–23 July 2015

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.

Summary statement

The British Council inspected and accredited Lewis School of English in July 2015. 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 vacation courses for under 18s.

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

Strengths were noted in the areas of staff management, quality assurance, publicity, premises and facilities, 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: multicentre

1. Collated data for whole organisation (including eligible centres not inspected)

Inspection history	Dates/details
First inspection	2010
Last full inspection	2010
Subsequent spot check (if applicable)	August 2012
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	None
Other related accredited schools/centres/affiliates	Lewis School of English Adults (separate accreditation)
Other related non-accredited schools/centres/affiliates	Lewis Teacher Training Department

Private sector

Date of foundation	School under original ownership:1976 Present ownership: 1997 Lewis Schools Ltd. (adult and junior courses): 2006
Ownership	Limited company
Other accreditation/inspection	N/a

Premises profile

Address of HQ	33 Palmerston Road, Southampton, SO14 1LL
Addresses of centres offering ELT at the time of the inspection	1) Southampton : Southampton Solent University, Sir James Matthew Building, Above Bar Street, Southampton SO14 0YN 2) Reading : University of Reading, Whiteknights, PO Box 217, Reading RG6 6UR 3) Harrow : University of Westminster, Watford Rd, Northwick Park, Harrow HA1 3TP 4) Dundee : University of Dundee, Nethergate, Dundee DD1 4HN 5) New Forest : Ringwood Waldorf School, Folly Farm Lane, Ashley, Ringwood, Hampshire BH24 2NN
Addresses of any additional centres not open or offering ELT at the time of the inspection	N/a
Profile of sites visited	<p>The Southampton centre is based around three buildings in Southampton city centre owned by Southampton Solent University. The majority of the classrooms are on the second floor of the Sir James Matthew building, and the refectory and the student residences are an eight to ten minute walk away across parkland. There is a coffee shop on the ground floor of the classroom block. The facilities are shared with another ELT summer school whose classrooms are on another floor.</p> <p>The Reading centre is based at the University of Reading's extensive Whiteknights campus in the south of the city. Lewis School of English (LSoE) has use of a modern residential block within walking distance of the large refectory and classrooms on the first floor of the drama building. The premises are enclosed and of a very good quality. All students are resident in en suite rooms and they have use of university facilities such as the coffee shop and the games pitches. The teaching block is shared with another ELT summer school which uses rooms on the ground floor.</p> <p>Head office is based at the main school in Southampton which is very close to the Sir James Matthew building. At the time of the inspection one class was timetabled at the school.</p>

Student profile	Collated totals at time of inspection: all centres	Collated totals in peak week: July all centres
Of all international students, approximate percentage on ELT/ESOL courses	95.5%	96.4%
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	7	4
Full-time ELT (15+ hours per week) aged 16–17 years	148	174
Full-time ELT (15+ hours per week) aged under 16	383	492
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total of ELT/ESOL students shown above	538	670
Minimum age	8 and 11	8 and 11
Typical age range	11–17 and 8–11	11–17 and 8–11
Typical length of stay	2–3 weeks	2–3 weeks
Predominant nationalities	Italian, Spanish, Kazakh, Omani, French, Russian	Italian, Spanish, Kazakh, Omani, French, Russian

Staff profile	Collated totals at time of inspection: all centres	Collated total in peak week: all centres
Total number of teachers on eligible ELT courses	30	33
Number teaching ELT under 10 hours/week	3	
Number teaching ELT 10–19 hours/week	8	
Number teaching ELT 20 hours and over/week	19	
Total number of administrative/ancillary staff	45	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection: collated totals at all centres	
Professional qualifications	Total number of teachers
Diploma-level ELT/ESOL qualification (TEFLQ)	4
Certificate-level ELT/ESOL qualification (TEFLI)	21
YL initiated	0
Qualified teacher status only (QTS)	3
Teachers without appropriate ELT/ESOL qualifications (NB Rationales need to be prepared for teachers in this category at centres inspected; inspectors may ask for rationales for teachers at other centres)	1
Total	29

These figures exclude the academic manager(s)

Comments
None.

Course profile (across all centres covered by this accreditation)

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

All courses are for the 11–17 age range, with the exception of the New Forest centre, which is 11–16. At Reading there is also a Kids (sic) Camp which caters for 8–10 year olds.
 English classes run for three hours Monday to Friday, in the morning or afternoon, with breaks, follow a common syllabus, and are double-banked.
 At the Southampton centre English + Elite Tennis or Elite Football are offered as 15 hour afternoon courses, for three and four weeks respectively. An English + nine-hour Academic Skills course is also run for four weeks, for 15–17 year-olds only.
 At the Reading and Southampton centres English + 12 hours of Performing Arts is offered for four weeks.
 In addition to the EFL programme LSoE runs a two-week Theatre Camp for international students at the Reading (11–17) and New Forest (11–16) centres with 15 hours class contact weekly. There is no EFL input.

2. Data on centres visited

1. Name of centre	Southampton
2. Name of centre	Reading

Student profile	Totals at inspection: these centres		Totals in peak week these centres	
	1	2	1	2
Centres	1	2	1	2
Of all international students, approximate percentage on ELT/ESOL courses	100%	90%	100%	100%
ELT/ESOL Students (eligible courses)	At inspection		In peak week	
Full-time ELT (15+ hours per week) 18 years and over	3	1	3	1
Full-time ELT (15+ hours per week) aged 16-17 years	59	27	76	30
Full-time ELT (15+ hours per week) aged under 16	106	88	145	114
Part-time ELT aged 18 years and over	0	0	0	0
Part-time ELT aged 16-17 years	0	0	0	0
Part-time ELT aged under 16 years	0	0	0	0
Overall total ELT/ESOL students shown above	168	116	224	145
Minimum age (including closed group or vacation)	11	8	11	8
Typical age range	11–17	8–17	11–17	8–17
Typical length of stay	2–3 weeks	2–3 weeks	2–3 weeks	2–3 weeks
Predominant nationalities	Italian, Spanish, Kazak, Omani		Italian, Spanish, Kazak, Omani, Russian	

Staff profile	At inspection		In peak week	
	Total number of teachers on eligible ELT courses	9	7	10
Number teaching ELT under 10 hours/week	1	1	1	1
Number teaching ELT 10-19 hours/week	2	1	2	1
Number teaching ELT 20 hours and over/week	6	5	7	5
Total number of administrative/ancillary staff	16	10	16	10

Academic staff qualifications to teach ELT/TESOL

Profile at inspection: at these centres		
Professional qualifications	Total number of teachers	
Diploma-level ELT/TESOL qualification (TEFLQ)	3	0
Certificate-level ELT/TESOL qualification (TEFLI)	5	4
YL initiated	0	0
Qualified teacher status only (QTS)	0	1
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	1	0
Total	9	5

These figures exclude the academic manager(s)

Comments
None.

Accommodation profile

Numbers at time of inspection: at these centres				
Types of accommodation	Adults		Under 18s	
	Arranged by provider/agency			
Homestay			104	
Private home			0	
Home tuition			0	
Residential	3	1	55	112
Hotel/guesthouse			0	
Independent self-catering e.g. flats, bedsits, student houses			0	
Arranged by student/family/guardian				
Staying with own family			6	3
Staying in privately rented rooms/flats			0	
Overall totals adults/under 18s	3	1	165	115
Centres			1	2
Overall total adults + under 18s			168	116

Introduction

The school has been providing a junior programme since 1997 and has grown from one centre to four in 2010 to six in 2011 and five in 2015. The junior programme was originally accredited as an extension of the year-round school, but due to its expansion it was separately accredited in 2011.

The junior summer programmes are administered centrally from the head office in Southampton, and are located in university and independent school premises. LSoE currently offers a course at the Steiner Waldorf school at

Ringwood, Hampshire, on the edge of the New Forest, and at the University of Westminster premises in Harrow, London, but there have been some changes in venues since the school's first inspection in 2011 and the subsequent spot check in 2012. Courses no longer take place on the campuses of the universities of Gloucester, Essex, and Lancaster; the Reading course is now fully based at the university premises, having previously been partly based at a nearby school, the Southampton course has moved from a college to Southampton Solent University; and a new centre was opened this year at the University of Dundee. This is being run in partnership with an Italian provider in 2015, with a view to it being wholly LSoE provision in 2016.

At head office the inspectors met the director/acting operations manager, the academic manager for the junior centres, the continuing professional development (CPD) manager and trainer, the human resources manager, the marketing communications manager and the finance manager. At Southampton (S) and Reading (R) the inspectors met the centre managers, the head teachers (who are responsible for academic management), the activity managers, some activity leaders, some group leaders, and the university conference officer (R) and deputy conference officer (S). At Southampton they also met the residence manager, the homestay officer, and the guardian (the activity leader with responsibility for individually enrolled students). At both places meetings were held with students and teachers, and at Reading an extra meeting was held with the Kids Camp group. One inspector visited the hall of residence at Reading and the hall and three homestays in Southampton.

Management

Legal and statutory regulations

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

Comments

M1 Sampling identified the following issue: teaching staff were photocopying from published coursebooks. The school needs to ensure that teachers are aware of and comply with CLA restrictions relating to the copying of only five per cent of a publication for a given course.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 checked="" 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 There is a clear management structure. There is continuity of senior managers at head office, and there is a high percentage of returners among temporary staff such as centre and academic managers, ensuring an institutional memory from one year to the next. Staff with potential to take on roles with more responsibility are identified and so succession planning is also effective.

M4 Regular formal meetings are held, including three meetings every week with group leaders, and weekly teachers' meetings. The director/operations manager visits centres regularly. As staff at centres are working in close proximity, there is also on-going informal communication, and this is supported by comprehensive staff handbooks, emails and text messages. All staff seemed well informed and committed to the company, and those interviewed at both centres assured us communication was good.

M5 Policies are clear, and thorough procedures are in place and are generally applied to the appointment of temporary summer staff. Teaching staff do not have any leisure activity responsibilities. As with managers, there is a high percentage of returners in both teaching and activity staff. There was one example of a teaching appointment which did not follow the school's human resources (HR) policy.

M6 Staff files did not all contain copies of degree certificates.

M7 Comprehensive induction procedures, including induction days and handbooks, are in place for all staff: centre managers, activity staff, teachers and group leaders. This year teachers' induction included scenarios intended to demonstrate to staff the values of the company.

M8 The professional development model chosen by LSoE is that the head office training team circulate to centres to observe teaching; this ensures a consistent approach, and standardised outcomes. It also has potential for conflict, but a lot of thought has been given to this, and the model seems to be widely accepted and appreciated by teachers and head teachers (academic managers). In addition all staff have an exit interview, and activity staff have one-to-one work-related discussions with their activity leader, based on a work-place observation. An appraisal record for temporary staff is kept, but this and exit interview records are not added to staff files. The school has a teacher under-performance policy, but this is not reproduced in the teachers' handbook.

M9 Senior managers value professional development for their staff and sessions are run weekly in centres by head office academic managers, in consultation with head teachers. This was much appreciated by teachers.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Student records	<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 type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M11 A lot of information is available in advance, and it is available in translation in relevant languages.

M14 Student attendance is carefully recorded and monitored, and any absences from class or activities are followed up swiftly.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M17 The reviewing of systems is comparatively informal; course reports, for example, take the form of emails from the centre management teams to head office staff. There are clear examples of review. The Dundee course, for example, has a strong link between excursions and course design which senior managers are considering developing in all centres. On the micro level, returning group leaders had commented that taking the bus to London on the excursion wasted a lot of time, and were delighted that this year the school had responded by planning the trip by train.

M18 Procedures for obtaining early and end-of-course feedback are effective. Appropriate action is recorded on well-designed feedback forms, which allow space for actions taken to be clearly noted. Even quite trivial comments are taken seriously and acted upon where this is possible.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M21 All publicity is well presented and written in clear, accurate plain English, with translations in the languages of the school's main markets.

M22 Information about the programme is comprehensive, proportionate and gives rise to expectations which fully represent the student experience.

M25 Costs are clear and comprehensive, and well presented.

M26 Accurate information and clear pictures of residences and homestays are included.

Management summary

The provision meets the section standard, and in some areas exceeds it. Communication both within the centres and between the centres and head office is of a high quality. The school has put into place a supportive infrastructure for junior students, which ensures safety and security while still remaining responsive to teenagers' particular needs. Staff, students' and group leaders' views are sought effectively and inform the delivery of the programme. Publicity materials on the website and in print materials project a comprehensive and accurate account of the provision. *Staff management*, *Quality assurance* and *Publicity* are all areas of strength. The management works effectively to the benefit of its students.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The Reading University campus in particular is ideal for under 18s as it is spacious but very secure. It provides large classrooms, outside areas for eating and lounging, in well maintained grounds.

R2 Premises are well maintained, and both universities were reportedly very responsive if a problem arose.

R3 Classrooms are spacious and quiet in both locations, with good natural light and ventilation in the majority. All classrooms are furnished flexibly. At Reading, where building work was going on nearby, workmen had been briefed to carry out noisy activities during break times.

Learning resources

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

R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R8 The school has a limited range of published material, but the syllabus is not grammar-based and is not dependent on coursebooks, though photocopying was done from them. There is, however, a good collection of online functional and phonological materials, and scanned published photocopiable material, which teachers used in conjunction with materials from the internet. Both teachers and students were generally positive about the materials in use. Online materials seen in observations varied in quality and relevance, and therefore presented a monitoring issue for academic managers.

R9 Classrooms in both centres are well equipped with data projectors, computers, OHPs, and at least one whiteboard. Staff used them confidently.

Resources and environment summary

The provision meets the section standard, and in some areas exceeds it. Classrooms are well furnished and equipped and of a good size. External areas at the Reading centre in particular are ideal for junior summer school use. *Premises and facilities* is an area of strength. The school provides a range of learning resources, mostly online, and teachers used classroom technology effectively. The premises and resources support and enhance the studies of students 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T1 Three members of the teaching staff did not have a Level 6 qualification. Rationales were provided and were accepted for the two with an ELT qualification, within the context of this inspection, but rejected for the one without either an ELT qualification or a degree.

T2 One teacher did not have an ELT qualification.

T3 The rationale for this teacher was not accepted, within the context of this inspection.

T4 The academic management team consists of the academic manager junior centres, the CPD manager and trainer, both based at head office, and the head teachers at the centres. All are suitably experienced, and head office staff have an appropriate professional profile to provide strong academic leadership. One member of the team is TEFLI. It is desirable to have a TEFLQ academic manager on site at centres so that issues raised at observation by the central team can be followed up by an appropriately qualified manager.

T5 The rationale for the TEFLI member of the academic management team was accepted, within the context of this 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 type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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

T9 Although technically students arrive in class on a Monday and leave on a Friday, in practice some students may arrive or leave mid-week. Despite modification to the course design (see T12 below), insufficient attention is given to the impact of this continuous enrolment on 'late' students, 'continuing' students, on teachers and on collaborative projects.

T10 Senior managers prioritise professional development, so substantial in-service training sessions are provided weekly at centres. At Reading where the Kids Camp is held, an activity leader is assigned to the group as a classroom assistant, to support and help the teacher. Head teachers provide guidance and support on a daily basis, while the teacher training team provide the formal observations. One negative result of this is that head teachers tend to spend less time observing classes, and thus have less insight into what is going on in them.

T11 Observation notes were thorough, supportive and apparently astute. Some classes, notably lower level ones and virtually mono-lingual ones, contain students with differing jagged profiles, and more support is needed for teachers managing such 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 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T15 Study and learning strategies	<input checked="" type="checkbox"/>	<input 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 has adopted what might be termed an 'authentic use' model, which is appropriate for short course junior provision. It is however dependent for its success on reasonably experienced and well-trained teachers, and many of the teachers, as the previous report indicated, are relatively recently qualified and have limited experience of the kind of teaching required on junior courses.

T13 Since the last inspection the course design has, however, been reviewed and tightened, leaving less latitude to teachers. There are prescribed weekly themes, and the daily three-hour sessions have been changed from two 90-minute sessions to three 60-minute ones, with a reasonable break in between, and a change of teacher. As a returning student in the focus group perspicaciously commented, this is better for student motivation and concentration. In addition, one of the sessions on Friday is loosely linked to the weekend excursion.

T15 Study and learning strategies are incorporated by some staff, but this is not consistent within or across centres.

T16 Students are encouraged to use their language outside the classroom in project work, activities and in homestays. However, opportunities to notice and analyse the language around them are under-exploited.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 This is hard to achieve under the continuous enrolment conditions. However, all the students in the focus groups judged that they were making considerable progress, especially orally.

T19 A few students at Reading had taken the Trinity College London GESE (Graded Examination in Spoken English) at the end of their course, which produced a good set of results.

T21 All students receive a certificate of attendance and a personal academic report, based on their progress, achievements and their contribution to classes.

Classroom observation record

Number of teachers seen	14
Number of observations	14
Parts of programme(s) observed	All
Comments	

Academic Studies was observed, but none of the other specialist courses were.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Linguistic knowledge was generally sound, though few teachers marked word stress or word class on vocabulary, and a small minority distorted word stress in oral models. Generally teachers lacked a focus on students' intelligibility, so stress and intonation were neglected.

T24 In most segments the teachers' language was well adapted to the level of the learners. In weaker segments teachers talked too much without checking students' comprehension.

T25 Lesson content was well selected for juniors, and was linked to the syllabus. There was little evidence that the teachers knew the students well enough to take the profile of the specific students into account.

T26 Lesson plans were detailed, except in weaker segments, and showed how activities were related and linked to the aim. Aims were, however, usually expressed in terms of what the teacher did, or what the materials contained, rather than as learning outcomes from the students' perspective.

T27 Classroom technology was used competently, and generally furniture was managed effectively. Most teachers organised their boardwork. Occasionally furniture was not arranged to promote effective interaction/participation. More use of visual materials would have helped support work at lower levels.

T28 Generally, a satisfactory range of appropriate techniques was observed: elicitation, sequences of questions, checking understanding, some use of gesture to elicit, some choral drilling, and some effective vocabulary teaching. Few teachers shared the aims of the lesson with the class, or reviewed them. In weaker segments there were missed opportunities for immediate correction, choral drilling was not well monitored, some vocabulary teaching was de-contextualised, and the checking of exercises did not explore the reasons for wrong answers.

T29 Generally, teachers managed activities sensitively, giving equal opportunities for students to participate. In weaker segments the teacher was often too dominant, and in some segments more vocal students were allowed to dominate at the expense of more reticent ones.

T30 Weaker segments lacked awareness of individual characteristics, but teachers were generally sensitive to cultural differences, and the learning atmosphere in most classrooms was positive.

Classroom observation summary

The teaching observed met the requirements of the Scheme. It varied from excellent to unsatisfactory, with most satisfactory, and some good. Lessons were adequately planned in line with stated course objectives. Resources were mostly well used. In better segments teachers had a range of teaching techniques, they managed activities successfully and provided sufficient feedback, especially on pronunciation. But in weaker segments the reverse was true. Students were, however, generally engaged, and were positive about the progress they were making.

Teaching and learning summary

The provision meets the section standard. The academic management team is generally experienced and well qualified, but it is desirable to have a TEFLQ academic manager on site. There is a need for improvement in *Academic staff profile*. Teachers receive a lot of support, guidance and professional development, but this does not always help them fully meet the needs of their students, given the demands of continuous enrolment and some lower level classes. Programmes of learning are mostly managed to the benefit of the students. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input 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 type="checkbox"/>	<input type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 Safety and security is taken seriously throughout the organisation. Risk assessments are thorough and up-to-date. Security measures both in the teaching areas and the residences are sound, with a good level of monitoring. Entry to the residences is by key cards/fobs which are programmed to give the student or staff member access to specified areas only. All centre staff are given health and safety training during induction. Fire safety checks and evacuation drills are carried out regularly.

W2 The ethos of the organisation encourages all staff to take responsibility for students' welfare and to be approachable. The high level of attention which students receive throughout their stay ensures that pastoral needs are met promptly.

W4 The school's policies and procedures on misconduct including bullying are spelt out in a clearly-written discipline policy for junior centres, which is also communicated in simplified form in the student handbook and on classroom notices. The language is appropriate to the ages of the students and the school ethos makes it clear that misconduct is taken seriously. There was evidence that the policy had been effectively implemented.

Accommodation profile

Comments on the accommodation seen by the inspectors

At the Reading centre, all except three students were accommodated in a modern purpose-built student residence on the Whiteknights campus. The other three students were staying with, or in accommodation arranged by, their families. The students and residential staff were accommodated in single en-suite rooms of a high standard, located on five floors off a single staircase. The residence is two minutes' walk from the refectory where they eat all meals and seven minutes' walk from the teaching rooms. At Southampton, approximately one third of the students stayed in a purpose-built student residence of Southampton Solent University and two thirds were in homestays, three of which were visited by one inspector. The residence is approximately ten minutes' walk from the teaching building and eight minutes' walk from the refectory, which is in the main building of the university. All rooms are single en-suite and of an entirely satisfactory standard.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments
W11 The school uses a comprehensive pro-forma for homestays and formal checks of continued suitability are arranged, including of other adults living there. Visits are carried out annually. Residential accommodation is re-inspected annually before the start of each summer season.
W12 Accommodation registers contain detailed, helpful profiles of each host and their homestay. Student feedback is filed with each record. The electronic registers make it clear when visits are due.
W14 The role of the centre manager as the person who deals with accommodation problems is made clear to students and group leaders. The school has effective systems for gathering feedback at an early stage and at the end of each student's course. There was evidence at each centre that prompt action had been taken to resolve problems.
W15 Meals were sampled at both the Reading and Southampton Solent refectories. There was a good range of healthy options available and the food was of good quality and in sufficient quantity. Halal food was available. Students in focus groups were complimentary about the food served in homestays.

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 There is a well-presented, thorough and well-targeted homestay host manual which hosts were well aware of.

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

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 The school produces a wealth of well-presented, detailed and well-targeted written information about leisure opportunities, which is available to download from the website, sent to students pre-arrival and given to them on arrival. Group leaders and agents are also sent targeted information booklets about the activities and trips on offer. The activity managers give information at induction and meet with group leaders frequently. They produce classroom notices and make regular visits to classes.

W27 The activities programme in each centre is very full, impressively varied and well-organised. The programme comprises a wide range of arts-related activities, sports, games and excursions, which are well targeted at the interests and age range of the students. The activity managers are responsible for implementing the programme and for adapting it to take account of the interests of particular cohorts and of the exigencies of the weather. Feedback from students indicated that there is a high level of satisfaction with the programme. Group leaders were complimentary about the flexibility shown by the school in accommodating requests for optional extra trips and occasional modifications to the programme.

W28 There are detailed risk assessments for specified activities which are supplied to activity leaders in booklet form in their induction. They are required to sign that they have read them. In addition to materials about the activity or trip, activity packs include a copy of the specific risk assessment, a group register, mobile numbers of group leaders and individually-enrolled students and first-aider details. The induction for activities staff covers risk assessment and training covers how to deal with difficult situations.

W29 Activity leaders are suitably trained to lead all the activities, sports and trips which they are tasked to direct. Many have experience relevant to particular activities. Staff directing drama activities are specially qualified. Specialist coaches for football and tennis are bought in. There is a qualified life-guard for swimming.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are well met. The accommodation provided is good and the management of the accommodation systems works to the benefit of students. *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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

All students enrolled except four were under 18. Four students were aged 18.

C2 Detailed information is made available in targeted and appropriate forms to all adults in contact with students. Activity leaders and teachers have received basic awareness training. Centre managers and activity managers have received advanced training and the academic manager for junior centres, who is the senior designated person, has received specialist training. Homestay hosts receive information in the homestay manual. Students are made aware of relevant points.

C3 The web-page for each course has a section on welfare which gives a comprehensive overview of the pastoral care available. A downloadable pre-arrival guide gives a detailed description of arrangements for the care of students from arrival in the UK to joining the course.

C6 An admirably full leisure programme accounts for the great majority of students' time outside lessons. There is also a kids' camp with activities appropriately targeted at students aged eight to eleven. Activities are sufficiently supervised and group leaders are made aware of their responsibilities. Attendance is rigorously checked. All concerned, including the students, are made aware of the rules. Students have unsupervised free time on Sundays when there is no excursion, but only students aged 16 or 17 who have written parental consent may leave the campus unaccompanied by an activity leader. Activity leaders are trained in safeguarding and in how to deal with

difficult situations.

C7 Accommodation with all meals is provided for all students, either in a residence or a homestay. The homestay manual gives clear guidance to hosts on what students may do outside scheduled activity times. Hosts visited were keen to include students in conversations and in family life and took their safeguarding role very seriously.

Supervision ratios are 1:20 for students aged 12 to 17 and 1:15 for students aged eight to 11. There is a good presence of appropriately trained first-aiders in the residences. Both campuses have walk-in medical centres within five minutes' driving distance.

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 within the organisation and in the leisure activities and accommodation provided. *Care of under 18s* is an area of strength.
