

Organisation name	The Liverpool School of English
Inspection date	15 – 17 April 2014

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 but recommend that evidence be sought within three months to demonstrate that weaknesses in publicity have been addressed. Evidence should also be sought within three months to indicate that the school has terminated its contract for the use of one residence and that no students are being placed there.

Publishable statement

The British Council inspected and accredited the Liverpool School of English in April 2014. 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/accreditation for details).

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

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

Strengths were noted in the areas of student administration and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	2006
Last full inspection	April 2010
Subsequent spot check (if applicable)	July 2012
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related schools / centres /affiliates	Junior summer centres in Liverpool, Manchester and London for which separate accreditation is being sought. There is also a franchise in Dubai.
Other related non-accredited activities (in brief) at this centre	Award bearing teacher training courses.

Private Sector

Date of foundation	1999
Ownership	Limited company
Other accreditation/inspection	ISI

Premises profile

Address of main site	50-54 Mount Pleasant, Liverpool L3 5SD
Details of any additional sites in use at the time of the inspection (<i>location/normal use of site/when used/number of rooms used</i>)	The Arts Centre, Myrtle Street, Liverpool L7 7JA At the time of the inspection a small, closed group of juniors was being taught in a nearby Arts Centre. The school was using three classrooms, a reception area and a canteen.
Details of any additional sites not in use at the time of the inspection	
For inspectors' use: profile of sites visited	The school is housed in a large, three-storey building in the centre of Liverpool. The well-maintained school facilities include: a reception area, 26 classrooms, three computer suites, two study centres with online resources, a lending library, a coffee shop, a common room, a staff room, a teachers' preparation room, a prayer room and offices. Behind the school there is an attractive, enclosed garden area.

Student profile

	At inspection	In peak week
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Total ELT/ESOL student numbers (FT + PT)	282	487 (August 2014)
Full-time ELT (15+ hours per week) 18 years and over	247	454
Full-time ELT (15+ hours per week) aged 16-17 years	12	22
Full-time ELT (15+ hours per week) aged under 16	21	0
Part-time ELT aged 18 years and over	2	11
Part-time ELT aged 16-17 years	0	0
Part-time ELT aged under 16 years	0	0
Minimum age (including closed group or vacation)	13	16
Typical age range	20-24	20-24
Typical length of stay	17 weeks	12 weeks
Predominant nationalities	Italian, Libyan, Spanish, French	Italian, Spanish
Number on PBS Tier 4 General student visas	4	6
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	91	146

Number on child visitor visas	7	10
Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	31	32
Number teaching ELT under 10 hours/week	5	
Number teaching ELT 10-19 hours/week	5	
Number teaching ELT 20 hours and over/week	21	
Total number of administrative/ancillary staff	30	

Academic staff qualifications to teach ELT/TESOL

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	1
Certificate-level ELT/TESOL qualification (TEFLI)	25
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	5
Total	31

These figures exclude the academic manager(s)

Comments

The figures above do not include the non-teaching director of studies (DoS), the assistant director of studies (ADoS), the director of teacher training and the head of academic English.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" 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 offers an international foundation programme, but has yet to run one. Closed groups of juniors visit the school throughout the year (12 to 17 year olds). Junior students in the summer are based on other sites. Some students have one-to-one lessons in addition to group classes. The school runs a number of free support classes each week to help students with their studies.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	102	32
Private home		
Home tuition		
Residential	103	0
Hotel/guesthouse		
Independent self-catering e.g. flats, bedsits, student houses		
Arranged by student/family/guardian		
Staying with own family		
Students own arrangements	44	1

Introduction

The Liverpool School of English (LSE) was founded in 1999 and was first accredited in 2006. The school moved to its current premises in 2008. Since the last inspection the school has increased the space it occupies in this grade II listed building and now has 26 classrooms, many of which have IWBs.

The school offers general English, Cambridge exams and IELTS preparation courses. After a spot check in 2012, accreditation was extended to cover two junior centres. Subsequently, the organisation decided to seek separate accreditation for its junior summer centres.

Groups of junior students (aged 12 to 17) study at the main school outside the summer and this provision still falls within the scope of the year-round school's accreditation. LSE hopes to run international foundation programmes in the future.

The inspection took place over three full days and an evening. The inspectors held interviews with:

the director;
the principal;
the DoS;
the accommodation manager;
administrative and welfare staff;
the ADoS;
the line manager of the social programme coordinator;
the head of academic English;
the resources coordinator and
the junior and groups programme manager.

Focus groups were conducted with two groups of students and two groups of teachers. All of the teachers teaching at the time of scheduled observations were observed. It was not possible to observe one teacher due to a late change to her teaching timetable.

During the inspection one of the inspectors visited a student residence and three homestays used by the school. Both inspectors visited a nearby college where a closed group of juniors were having lessons. At the end of the inspection the inspectors held a round up session with the school's senior managers.

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 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 type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 of the school is clear. The principal reports to the director with whom she shares an office. Staff are divided into marketing, student services, finance, juniors and groups, admissions, accommodation & welfare and academic teams.

M4 Communication works well both informally and formally. There are regular management and teachers' meetings. There are also quarterly review meetings and post-summer reviews.

M6 Copies were not on file of all of the qualifications, including degree certificates, claimed by staff. Several teachers had TEFL qualifications that did not meet Scheme requirements, but these had been accepted by the school.

M8 Appraisals are conducted with both administrative and teaching staff.

M9 The school is committed to the continuous professional development of all its staff. Training and development opportunities are offered regularly to management, administrative and teaching staff.

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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 There are sufficient staff to carry out all administrative duties. There are well staffed students services, admissions and accommodation and welfare teams. Students praised the helpfulness and friendliness of all staff.

M11 Students receive detailed, helpful advice about their courses before arrival and during their stay. Email enquirers receive fast and customised responses. The school sends students a useful pre-departure information form and a link to the student handbook.

M14 The school's attendance policy is clear and appropriately enforced. Any non-attendance by under 18s is acted upon immediately.

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

Comments

M17 The school reviews its procedures and policies in line with British Council and ISI inspections and monitoring visits. Termly reviews are conducted.

M18 Students complete initial, monthly and leaving questionnaires. The school issues regular updates on student feedback and how it has been responded to, although comments on accommodation are not currently made public.

M20 The complaints procedure is displayed in classrooms. The version of it in the student handbook is incomplete.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity includes a website, brochures, price lists and social media. The school's website can be translated into a host of languages using the Google translate bar.

M22 Publicity is generally accurate and gives rise to realistic expectations about the school's premises, location and services.

M24 Publicity largely gives accurate information on courses including maximum class sizes and minimum enrolment ages. The stated number of hours per week, however, include lesson breaks. '15 hour courses' in fact have 13.75 hours of tuition. This is made clear in some parts of the publicity but not in others e.g. the 2014 price list.

M26 At the time of the inspection the website did not make it clear that residential accommodation was managed by external agencies. The website was amended after the inspection, but the fact that residences are managed by external agencies could still be made clearer.

M28 The brochure states that 'all of our teachers are qualified'. This is not accurate as five of the teachers have TEFL qualifications that do not meet Scheme requirements.

M29 The accreditation marque is used appropriately on the website, however, in one of the brochures the marque is used on a page which includes reference to ineligible courses.

Management summary

The provision meets the section standard. The school is well-managed and appropriate feedback is gathered from students and staff. *Student administration* is an area of strength. There is a need for improvements to be made to publicity.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	
R4 Student relaxation facilities	<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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

[Type text]

Comments

R1 The premises and rooms are of a suitable size for the number of students and staff who use them.
R2 The external areas and school buildings are in a very good state of repair, well decorated and clean. The enclosed garden behind the school buildings is a very attractive feature.
R4 Students can relax in the coffee shop and the large student common room.
R5 The school has good signage and a number of attractive display boards. Some of the school notices might be written in a more readable font size.
R6 All staff can use the staff room for relaxation and teachers can also use the teachers' preparation room on the first floor.

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 checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R7 Learning materials consist largely of up-to-date coursebooks, supplementary materials and online resources.
R9 Many of the classrooms have IWBs, which are well maintained. Teachers have received training in how to use them.
R11 Students receive initial and ongoing guidance about the study centre, the lending library and the online resources available to them.

Resources and environment summary

The provision meets the section standard. The learning resources and environment enhance the studies of students. The school resources and facilities provide an appropriate learning context for staff to work in.

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

Comments

T1 The school submitted a rationale for two teachers without a level 6 qualification. The rationales were accepted within the context of this inspection.
T2 Five of the teachers do not have TEFLI qualifications which meet the requirements of the Scheme.
T3 Four of the rationales submitted were accepted but one was not, due to the relative inexperience of the teacher concerned.
T4 The DoS has appropriate qualifications and experience. In addition to a diploma-level teaching qualification, he has just gained a distinction in the English UK Diploma in English Language Teaching Management. Both the director of teacher training, responsible for teacher development, and the head of academic English have diploma level qualifications. The ADoS is near to completing his diploma-level course and is also taking a course in educational management.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T10 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

T10 Teachers stated that they were well supported by their very approachable academic managers. Weekly teacher training sessions provide teachers with a variety of developmental opportunities. Teachers are also encouraged to attend external training sessions and conferences.

T11 Formal observations take place. Newly qualified teachers have access to a greater level of support through being observed more frequently. Academic managers have plans to set up a comprehensive peer observation scheme.

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 type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	

Comments

T12 The course design for general English courses tends to follow the outlines of carefully chosen coursebooks. Examination courses follow the examination syllabuses and coursebook outlines.

T14 Weekly plans are displayed in classrooms and course outlines are on classroom walls. The weekly aims of lessons are translated into can-do statements.

T15 Regular tests and tutorials encourage students to set learning targets and write action plans. Students can make use of LSE online, which provides them with learning resources that they can access outside the classroom and after their course has finished.

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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T17 Students complete written and oral placement tests.

T18 Students have progress tests every four or five weeks and have regular tutorials. There are weekly 'level up' tests that students can take to ensure that they are studying at the right level.

T21 Students receive progress reports every four or five weeks.

Classroom observation record

Number of teachers seen	30
Number of observations	30
Parts of programme(s) observed	The inspectors observed the full range of classes running on the days of the inspection including elementary to advanced general English, Cambridge exams, IELTS, English for business, afternoon extra classes and a closed group of juniors.
Comments	None.

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 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 Teachers generally showed sound knowledge and awareness of the linguistic systems of English. Attention was paid to word stress and phonology.

T24 Teachers spoke clearly and their language was adapted to the level of the learners.

T25 The content of lessons was essentially coursebook driven and was at the appropriate level for the learners.

T27 Most teachers used IWBs and whiteboards effectively.

T28 Lessons involved students working in pairs and small groups. Some lessons included feedback and the review of previous learning. Lexical items were, however, not explained well and many opportunities for incidental oral correction were missed.

T29 In some lessons teachers displayed excellent classroom management techniques including effective pacing and nomination. In some classes, however, where nomination was less effectively managed, more confident students tended to dominate.

T30 In some classes teachers were aware of the need to separate students with the same first language. In other classes insufficient attention was paid to seating arrangements and to ensuring that students worked in pairs rather than unnecessarily and less effectively in threes. The atmosphere in the lesson segments observed was generally positive.

Classroom observation summary

The general level of the teaching observed was good to satisfactory. Teachers had prepared appropriate lessons and ensured that learners had opportunities to practise their language in a variety of interactional patterns. Teaching in the three areas of classroom management, error correction and the teaching of lexis was not always effective.

Teaching and learning summary

The provision meets the section standard. Academic managers are appropriately qualified and provide excellent support to teachers. Programmes of study are managed for the benefit of 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 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 checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	

Comments

W1 Great care is taken to ensure the safety and security of students on the school premises. Risk assessments are in place and are regularly reviewed. A new initiative requires students to wear lanyards which identify students as members of the school, with under 18s wearing lanyards of a different colour. However, many students were not wearing their lanyards at the time of the inspection.

W2 A dedicated welfare team is available to help students. Students can visit nominated welfare officers at any time that the school is open. Students praised the friendly and helpful attitude of all staff. Under 18s have a weekly meeting with the main welfare officer (see C6).

W3 Students meet welfare staff at their induction and can find photographs and names in the student handbook.

W5 The emergency numbers (two are given in the student handbook) can be found in the student handbook, on students' lanyards and in pre-departure, accommodation and arrival documents.

W6 All appropriate information is given pre-departure with the exception of approximate costs of travel from Manchester Airport.

W8 Although information about students' medical and dental rights through the NHS is given in the student handbook, there is no mention of students' rights in relation to their nationalities.

Accommodation profile

Comments on the accommodation seen by the inspectors

One inspector visited a residence and three homestays, one with under 18s staying in it. All homestay accommodation is provided by the school. The four residences used by the school are managed by outside agencies. The four-storey residence seen during the inspection is a converted church. It is a listed building and was undergoing external repairs at the time of the inspection; with scaffolding all around it (students are told that this is the case before choosing to stay there). The en-suite bedrooms are situated on three sides of a large atrium that stretches from floor to ceiling. This arrangement tends to magnify any noise coming from bedrooms or kitchens. The three top floors have one kitchen per ten students but the ground floor has one kitchen for 20 students as the ongoing external renovation work has led to the second kitchen being closed and replaced by a small gym.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 All three homestays visited met the requirements of this criterion in every way. Bedrooms on the top floor of the residence visited had inadequate hanging space for clothes. The laundry in the residence contained three domestic washing machines and two driers for 100 students. Student feedback regularly commented on dirty kitchens and excessive noise from evening parties.

W11 Homestays are re-visited every year. Residences are also visited regularly, but it had not been noted that no fire drills had been carried out in one of them. There had been student complaints about safety and security in the residence visited by one inspector. Regular parties in this residence often involve students from other organisations

inviting outsiders into the building. In addition no security staff are present at night and calling the mobile security patrol provided by the residence's management results in security staff arriving an hour or more after the call. These complaints had not been acted upon satisfactorily. Despite student complaints and visits to the residence by the school's accommodation staff, the school continued to use the residence even though the problems had not been satisfactorily addressed by the residence management firm.

At the very end of the inspection, the director of the school stated that she was terminating the contract with the company managing the residence. LSE students were, however, still occupying this accommodation.

W13 In the letter to students confirming their accommodation details, there is no mention of the approximate cost of travel between the accommodation and the school.

W14 A team of four looks after accommodation, with one member of the team, the welfare officer, dedicated to all homestay visits and re-visits. The accommodation manager is helped by two other members of staff, one with a homestay brief and the other with a residence brief. Students know who to contact if they have an accommodation problem. Feedback on accommodation is obtained in students' first week, monthly and at the end of their stay. However, there were insufficient records of action taken in response to problems.

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 All hosts receive a copy of the rules, terms and conditions regarding homestay in the form of a contract, which they sign. The pack of documents hosts receive when first accepted as hosts includes detailed information about fire risk assessments, which the school helps hosts to prepare by providing a template. Hosts are also given a copy of the English UK booklet *An International Student in Your Home*.

Accommodation: residential

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

Comments

W22 Public areas in residences are cleaned regularly, while students are expected to clean their own bedrooms and en suite bathrooms. Student feedback frequently identifies a lack of cleanliness as a problem but a member of the residence management team of the one residence inspected claimed that this was invariably a problem caused by students not cleaning up after cooking.

W23 In the one residence inspected, no information was provided as to where and how students could access medical help.

Accommodation: other

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

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Students have access to a wealth of information about social, cultural and sporting activities through the student handbook, noticeboards, classroom visits by the social programme organiser and local websites. Students are encouraged to join local volunteering activities.

W27 Leisure programmes are well organised with sufficient responsible members of staff for each activity or trip.

W28 Risk assessments are prepared for each new activity and are reviewed and, where necessary, updated after each repeat activity. Staff running or accompanying activities are given a pack of documents that includes the risk assessment, a list of all students with, where possible, their phone numbers and very clear instructions about what to do in an emergency.

Welfare and student services summary

The provision just meets the section standard. *Leisure opportunities* is an area of strength. The needs of students for pastoral care, information and leisure activities are met and the management of accommodation systems, with the exception of the management of one residence, generally works to the benefit of students. The needs of students for security are also met, with the exception of security in one residence. There is a need for improvement in the checking and monitoring of provision in residential accommodation. The director informed the inspectors at the end of the inspection that the contract for the use of one of the residences had been terminated.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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 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

The school accepts students aged 16 and 17 on adult courses. Seven were enrolled at the school at the time of the inspection. The school also runs group courses for under 18s. These are usually taught as closed groups but, if some students in a group are 16 or 17, they sometimes join adult classes. This is only done with the consent of parents and with the full knowledge and agreement of the group leaders accompanying the group. At the time of the inspection, a course for a closed group of under 18 students was running at a site ten minutes' walk from the school. A number of summer courses for under 18s also run. These are inspected separately.

This calendar year, the school has run five courses for under 18s only and one for a group that contained some 16- and 17-year-old students. On the latter course, the under 18s joined adult courses with parental consent.

C1 There is a well-written and comprehensive safeguarding policy.

C2 All members of staff see a copy of the safeguarding policy and all receive safeguarding training at some level. Group leaders have a copy of the policy in their welcome pack and all hosts have access to the policy.

C3 The under 18 course brochure contains a clear description of the level of care and support given to students under 18. However, the main brochure and website only make a brief mention of the level of care and support.

C4 Until the inspection, the information required by this criterion was not given to applicants until after their interview. This was corrected during the inspection and the information is now sent out to all applicants before interview.

C5 All staff have full security checks, as do all adults in homestay hosts' houses.

C6 The school provides a leisure programme tailored to the needs and wishes of each group of under 18s. It only allows under 18s on an adult course to attend the parts of the leisure programme that suit students of this age. Adequate adult supervision – including that provided by group leaders for closed group students – is provided for all scheduled activities. A first-week checklist giving rules and procedures for homestay, travel and visits and sports and activities, is given to each student. This list, finalised during the inspection, involves students ticking each statement and signing the whole document. The optional weekly meeting with the welfare officer to discuss any issues was changed to a compulsory meeting during the inspection.

C7 Suitable accommodation arrangements are made for all under 18s in the school. All meals are provided and all hosts have copies of the rules for what students may do outside scheduled activity times. However, this list and the parental consent form do not provide sufficient detail about what students can and cannot do on free weekend days and on free afternoons.

Care of under 18s summary

The provision meets the section standard and exceeds it in some areas. Both guidance and training of staff and hosts and the safety and supervision of students are well-managed and have a significant impact on the student experience. In nearly all areas, appropriate provision ensures that under 18s are well cared for. The school is working well to meet the requirements of this new section.
