

Organisation name	LSC Stanton (summer junior courses and year-round groups), London
Inspection date	12–13 July 2016

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 accreditation with a spot check in the first 18 months. However, evidence must be submitted within six months to demonstrate that weaknesses in publicity have been addressed.

Summary statement

The British Council inspected and accredited LSC Stanton (summer junior courses and year-round groups) in July 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

Strengths were noted in the areas of staff management, quality assurance, academic management, teaching, care of students, leisure opportunities and care of under 18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	This is LSC Stanton's first inspection of its year-round groups and summer junior courses.
Last full inspection	April 2016 (Adult year-round courses)
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	Teacher training (externally validated pre-service ELT training courses run year round)
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

Private sector

Date of foundation	LSC was founded in 1975. Stanton School of English was founded in 1973. LSC Stanton was formed by the two schools' merging in autumn 2015.
Ownership	Owned by Ersino Limited, a private limited company. Company number: 09801228
Other accreditation/inspection	N/a

Premises profile

Address of main site	167–171 Queensway, London, W2 4SB
Details of any additional sites in use at the time of the inspection	None
Details of any additional sites not in use at the time of the inspection	The school uses the facilities at Newland Park, Chalfont St Giles, formerly University of Buckinghamshire premises, as a year-round junior groups centre but it was not used this summer.
Profile of sites visited	The school premises consist of the four upper floors of a five-storey corner site in central London, surrounded by shops and cafés. The first floor houses a large reception area, offices, a teachers' room and a classroom, and a study area. There are 16 classrooms and other rooms on the three floors above and comfortable seating in the central area of each. Male and female toilets are on alternate floors. The fourth floor, which is used solely for the summer junior courses, comprises three classrooms, a table tennis room and a common area.

Student profile

	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	27	35
Full-time ELT (15+ hours per week) aged under 16	17	35
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 ELT/ESOL students shown above	44	70
Minimum age	11	11
Typical age range	Summer School: 12–15 Groups: 12–18+	Summer & Winter School: 12–15 Groups: 12–18+
Typical length of stay	2 weeks	2 weeks
Predominant nationalities	Argentinian, German, Italian, Spanish Chinese, Russian,	Argentinian, German, Italian, Spanish Chinese, Russian, Saudi

	Saudi	
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	2	4
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	2	
Number teaching ELT 20 hours and over/week	0	
Total number of administrative/ancillary staff	3	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	1
Certificate-level ELT/TESOL qualification (TEFLI)	1
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	2

These figures exclude the academic manager.

Comments
As there were only two summer junior classes running at the time of the inspection, only two teachers were teaching. However, there were around 12 other teachers teaching adult classes in the school at the same time.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input 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
The following general English courses for students aged under 18 are offered: a) summer (June–August) and winter (January) junior courses for 12 to 17 year-olds, where these students are taught in international groups; b) year-round closed group courses for under 18s (typical ages 12 to 15), where these students study either as part of a closed group (September–May) or in the summer school for juniors in international groups (June–August) or in the winter school for juniors in international groups (January).

If groups include students aged 16+, these students usually join adult general English classes (minimum age 16), unless the group specifically asks to study together as part of a closed group.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	6
Private home	0	0
Home tuition	0	0
Residential	0	12
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
<i>Staying with own family</i>	0	19
<i>Staying in privately rented rooms/flats</i>	0	7
Overall totals adults/under 18s		
	0	44
Overall total adults + under 18s		44

Introduction

LSC Stanton is a year-round school teaching general English to adults (16+). It was formed in October 2015 by the merger of two well-established schools, the London Study Centre (LSC) and the Stanton School of English (Stanton). As a consequence of the merger, London Study Centre staff and its records and academic resources were relocated to the premises of the Stanton School in Bayswater. Both schools' core year-round markets were similar: adult students in their late teens and twenties, mainly from Europe and often in London to improve their English and support themselves with part- or full-time work. A characteristic of both schools was long-serving, experienced staff, all of whom have integrated into the new school well. LSC Stanton offers daytime and part-time evening classes in general English and preparation for external general English examinations and IELTS.

An inspection of the year-round adult provision took place in April 2016. This inspection focused on the junior summer school and year-round groups. Two separate summer schools had been planned, one at a site used previously by LSC Stanton at Chalfont St Giles and one at the Bayswater school. However, the school chose to consolidate the two summer schools at the one site in Bayswater. At the time of the inspection, there were two junior classes with a total of 14 students.

The school also hosts year-round groups from a range of different countries. These groups may be all adult (16+) or all junior students (under 16) but are often a mixture of adults and juniors. Of the three groups present at the time of the inspection, one, from Russia, was all adult; and two, both from Argentina, were a mixture of adults (18+), under 18s (16+) and juniors (under 16). In all cases, the under 18s (16+) and the adults (18+) were in mixed-nationality classes alongside students attending year-round classes, while the under 16s joined the junior summer school classes. This year, the school has also hosted a group from Brazil (ages ranging from 14 to 51), from Algeria (ages from eight to 17) and from Serbia (ages from 13 to 40). The under 16s in the Brazilian group were taught as a closed group while the over 16s joined the year-round adult classes. The Algerian group, many of whom were families (parents and children together), chose to be taught as a closed, mixed-age group. The Serbian under 16s joined the junior summer school classes while the over 16s joined the mixed-nationality adult classes.

In this report, little attention is paid to the over 16s who arrived in groups (other than arrangements for leisure activities) as they are treated the same as year-round adults and that provision was inspected in April 2016. The main focus of this report is consequently the summer junior course.

The inspection lasted one and a half days, during which time the inspectors interviewed the principal in her roles as principal, welfare officer and safeguarding lead, the managing director, the academic manager, the accommodation officer, who is also the leisure programme organiser, and the activity leader. Three focus groups were held, one for

the two teachers teaching the junior classes, one for junior students and one for group leaders. Both teachers were observed by each inspector. One inspector visited a residence and had telephone interviews with the managers of the two accommodation agencies used by the school that are not registered with the British Council.

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 type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M3 All staff have job descriptions, which have been reviewed and updated since the merger.

M4 Communication channels are open and effective. There are regular meetings of teachers and administrative staff, which are well attended. The academic manager is present in the teachers' room at breaks. One of the owners, the managing director, visits the school several times a week and there is daily contact between him and the principal.

M5 Human resources policies and procedures are comprehensive. They are clearly set out in the staff handbook, which covers all aspects of recruitment and employment and is up to date and readable. Prospective teachers observe a class and are then observed teaching a class. Staff feel valued and well supported.

M7 Staff have thorough inductions appropriate to their roles, which follow checklists, are signed off by the staff member at the end of the process and recorded on the principal's database. Group leaders and the activity leader are also inducted, with checklists of areas covered.

M8 The principal conducts structured three-stage performance reviews with all staff once a year. In addition, the academic manager has a feedback meeting with each teacher after their observation at which they together set targets for the next observation. The activity leader had had a short appraisal.

M9 As well as the regular professional development sessions for teachers, relevant internal or external training has been provided in such areas as advanced safeguarding, first aid, fire awareness and running summer courses. Teachers had attended a professional development workshop on teaching juniors.

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 type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
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Comments

M13 Local and emergency contact information, including telephone and email details, are collected from students on arrival. The staff member with the emergency phone carries a summary list.

M14 The policies on student attendance and punctuality are clearly set out in the student handbook, and are implemented. Absences are recorded and students confirmed that the procedure for following up absences is thorough and effective. Junior classes have their attendance checked four times each morning and a member of staff responsible for their welfare is present outside their classrooms in the morning to check that they have arrived safely.

M15 Met but the statement in the summer juniors' handbook on conditions and procedures under which a student may be asked to leave the course is written in language that is too complex.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 A review of the new school has been undertaken since the merger with the aim of incorporating the best practices of both schools in the new structure.

M18 Students complete arrival and end-of-course questionnaires, the results of which are analysed. Management also periodically holds student focus groups. Feedback is circulated to relevant staff and any action taken is recorded. Group leaders also provide feedback.

M19 At the time of the merger, staff completed a questionnaire from the principal and managing director seeking their views on the quality of teaching and learning, student welfare and management, and inviting ideas for the development of the new school.

M20 The organisation's complaints procedure is posted in every classroom and is also explained to new students at their welcome meeting. It can also be found in the summer juniors' handbook.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The main medium of publicity is the school's website. A small number of brochures are produced for the exclusive use of agents.

M22 Publicity gives accurate information and generally raises realistic expectations. However, the agency responsible for website search optimisation has inserted a search engine summary 'Learn English in a comfortable environment at the best English language school in London'. This is a claim that cannot be substantiated. This was mentioned at the April inspection and the claim had not been removed at the time of this inspection.

M25 Costs are clearly set out and those not included in the tuition fees are explained in the accessible terms and

conditions.

M26 Met but publicity states that the school 'also works with accommodation agencies that are registered with the British Council', and there is no mention of the fact that two of the accommodation agencies the school works with are not registered with the British Council.

M28 Teachers' qualifications and experience are accurately described except for the claim that teachers 'are qualified to teach according to British Council standards'. The word 'standards' was changed to 'requirements' in one instance during the course of the inspection, but not in the other instance.

M29 On the website and in print publicity, the Accreditation Scheme marque is correctly used. An old notice in the entrance dating from before the merger does not include the words 'for the teaching of English', which is necessary because the provision also includes ineligible teacher training courses.

Management summary

The provision meets the section standard and exceeds it in some respects. The school's managers are experienced and work well together. Management is efficient and operates to the benefit of its students. Some details of the school's publicity need some adjustments but generally publicity is accurate and raises realistic expectations. *Staff management* and *Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

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

Comments

R3 All classrooms, including those used for junior classes, are adequate in size and number, well lit and ventilated and with minimal noise from the streets below. They are suitably furnished so that students can see the board and write in comfort.

R4 There is a comfortably furnished, central common area on each floor and also a study area on the first floor with sofas and some computers. A wide choice of food is available from the many cafés and shops nearby. Junior students have the use of the common area on the fourth floor, as well as their classrooms and the table tennis room.

R6 The teachers' room and general office are sufficiently large for the present number of staff employed and an additional small classroom is made available if needed. There is very good provision made for the storage of personal possessions.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 Teachers on junior courses have access to files of materials relating to the junior course topic-based syllabus, along with a range of photocopiable resource books.

R8 The school has a large stock and range of up-to-date supplementary, methodology and reference materials.

These are accessible and well organised.

R9 The school is suitably equipped with technology to meet the needs and interests of its students. Each classroom has an audio player. There is a projector on each floor, with laptops and a notebook available to teachers who want to use them.

R10 A study area on the first floor has four PCs and a list of useful ELT websites. There is also a good collection of graded readers, some with audio or video materials, and some vocabulary and examination practice materials. There are further books for students to borrow in reception. Borrowing is made easy, with students simply choosing a book for themselves and signing it out.

R11 At their induction, new students are introduced to the school's self-access resources.

Resources and environment summary

The provision meets the section standard. The premises are suitable for adult language learners and provide a pleasant environment both for students and for staff. The arrangements for junior summer course students are entirely appropriate. There is a plentiful and well-organised stock of up-to-date learning materials for both adult and junior students.

Teaching and learning

Academic staff profile

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

T4 The academic manager is experienced and suitably qualified. Before the two schools merged, she had been the director of studies at Stanton since 2010.

Academic management

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

Comments

T6 The two teachers teaching on the junior summer course were chosen for their experience of teaching juniors and for their energy and ability to create and maintain the interest of, and rapport with, young learners.

T7 The timetabling of junior courses – four 45-minute lessons at times that ensure breaks do not coincide with adult class breaks – is designed both to suit younger students' attention span and to keep them separate from older students.

T8 The academic manager and the teachers teaching part-time courses are usually able and willing to provide cover, which ensures that cover teachers are already familiar with the school, its course designs and resources.

T9 Continuous enrolment is addressed in some detail in the teachers' handbook and is well managed. Junior course students usually stay a maximum of two weeks but, when a student stays longer, the fact that the junior class teachers do not usually change over the eight-week period of the summer course means that teachers can easily avoid repetition of materials.

T10 New teachers are observed and given feedback at least three times during their three-month probationary period. There is usually a short continuous professional development session for all teachers at the weekly staff meeting. Colleagues who have attended external events or participated in webinars report back to the group. All

teachers have appraisal meetings with the principal and feedback after their observations from the academic manager. The one junior course teacher who was relatively new to the school had had a review meeting with the academic manager soon after his appointment.

T11 The academic manager observes TEFLQ teachers once a year and TEFLI teachers three times a year. Observations are followed by oral and written feedback. Peer observation is encouraged and facilitated and records showed it takes place quite regularly. Both junior teachers had been observed.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 A document entitled *Summer School: General English and British Culture* states the principles of course design and lists the course objectives for the summer junior course. The document is an inventory rather than a syllabus but is well suited to the nature of the course, with a range of topics relating to British culture for teachers to select a daily topic from. Coherence is provided by the overall theme of British culture. Closed group adult students who join year-round adult classes benefit from a coursebook-driven syllabus.

T14 Written weekly plans with intended learning outcomes are posted on adult year-round class noticeboards every Monday. At the end of each lesson, students are asked what they have learned and are invited to append their notes to the weekly plan. Junior course students are not given any information about their course and its intended learning outcomes, other than a very brief overview. However, each lesson finishes with a brief discussion of what has been learned and practised in the class, followed by journal writing which covers both classroom work and leisure activities.

T15 This criterion is met for adult group students. At their induction, adult students receive some notes (*Good Ideas to Help You Learn*) which also include the school's written correction code, irregular verbs and a phonemic chart. They are also introduced to the school's self-study resources. In class, as well as their coursebook, students are required to have a notebook which their teacher checks every Friday. Junior students receive very limited guidance about study and learning strategies, particularly in the area of note-taking and vocabulary storage.

T16 This criterion is met for adult group students through, for instance, the use of authentic materials in class and as part of homework, and the school's social programme. Junior students are occasionally encouraged to practise what they have learned in class during their afternoon activities. They practise their writing skills when writing their daily journals. However, there is no structured and consistent attempt to ensure junior students develop their language skills outside the classroom and benefit linguistically from their stay in the UK.

Learner management

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

Comments

T18 Adult group students may benefit from the very thorough procedures used for year-round adults for monitoring student progress. Teachers monitor junior students' progress when they check their journals.

T21 All students get a short end-of-course report.

Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	Junior classes only.
Comments	
As adult classes and their teachers had been observed at the April inspection, it was decided not to observe the adult classes which group students attend. Consequently, only the two junior classes were observed.	

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T24 The learning needs of these junior students, who were in the country for a very short time, had been carefully taken into account, with lesson content consisting of a series of short activities relating to British culture.

T25 Coherence was provided by topic. Outcomes were always relevant to student needs with a focus on speaking skills and the development of knowledge about British culture.

T26 Teaching techniques were highly appropriate, with teachers using a range of information gap, competitive, fun activities where students were required to move around, be creative and exchange interesting information. Elicitation, nomination and concept checking were well used.

T27 Instructions were always clear and classroom furniture was re-arranged to suit different activities. The whiteboard was used effectively and materials were professionally produced.

T28 Although there were examples of effective correction, particularly of pronunciation, opportunities to correct in the flow of the lesson were often missed. Journal correction was both appropriate and encouraging.

T29 Journals were used to evaluate whether learning had taken place. Most activities built on the previous activity and provided teachers with the opportunity to see whether what had been introduced earlier in the lesson had been learned.

T30 Teachers made good use of both pace and variety of activity to maintain students' interest. They invariably pitched their language appropriately to match student level. Their enthusiasm and energy helped to engage and hold the interest of students. Teachers adjusted focus and made changes to their plans in response to their students' energy levels. There was a positive learning atmosphere in both classes at all times.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a high standard overall. Teachers had planned their lessons and used techniques to suit the age and needs of their junior students. Classroom management was good and students were invariably involved. The positive atmosphere was a result of good choice of materials and activity types, as well as the style and enthusiasm of the teachers.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The teachers are appropriately qualified and receive a good level of support from their academic managers and from each other to ensure their teaching meets the needs of their students. The courses are well designed and managed to the benefit of the students. The teaching observed met the requirements of the Scheme. *Academic management* and *Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 There is a very good, appropriate provision for safety and security. Junior summer courses are taught on the fourth floor where no adult students are allowed. Access and activity is monitored by two CCTV cameras, in addition to the CCTV monitoring of access to the building. A member of staff records juniors' arrivals and departures. Class registers are taken for each teaching session. There are four trained first aiders, including one specialised in children's first aid. All visitors to the school sign in and out. Induction includes a fire evacuation walk through, including crossing the road to the assembly point, and a designated member of staff is responsible in emergency for seeing the students safely across the road.

W2 Pastoral care and attention of a very high order is provided. The principal personally welcomes new individual students and groups and conducts their inductions. In the case of individual students, they usually attend the induction accompanied by the parents or guardians, who exchange phone numbers with the principal. To check that important information given at induction has been understood by the students, they then do a test. The principal makes a point of meeting the school's junior students at break time every day.

W3 The principal is the lead welfare officer for junior students, and is identified to them at induction, on noticeboards and in the student handbook. At induction, they sign to say they know who to see if they are unhappy or have a problem.

W4 Policies and procedures for dealing with abusive behaviour are set out in student and staff handbooks and explained to new students at their inductions. There is a suitable Prevent policy, which staff sign, and a Prevent risk assessment was completed in April 2016. All staff have done an online Prevent awareness course and have also had in-house Prevent training.

W5 Students sign at induction to confirm they have received the 24-hour emergency contact number and then are asked to enter it into their 'phones. Their student cards and student handbook both show the number.

Accommodation profile

Comments on the accommodation seen by the inspectors

At the time of this inspection, for its junior summer school group enrolments and for the small number of individual enrolments requiring accommodation, the school was using homestay accommodation provided by two registered and two unregistered agencies, as well as a student residence in Earls Court. Other accommodation being used had been arranged privately by group leaders or by individual students' own families.

One inspector visited the student residence in Earls Court. It is licenced by the local authority and occupied during the academic year mainly by students on study abroad programmes from North America. The residence has single, double, triple or four-bed bedrooms with shared bathroom and kitchen facilities on each floor. Fire risk assessments and precautions are appropriate and all the residents receive training in evacuation and the use of firefighting equipment at their inductions. All the bedrooms, except those in the basement, were occupied by students and group leaders from a single group from Argentina. Rules, cleaning arrangements and emergency contact details are appropriate and clear.

Representatives of both unregistered accommodation agencies were interviewed on the telephone by one of the inspectors.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<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 The school's contract with accommodation agencies specifies the required services, but one of the agencies' list of requirements to hosts did not include a weekly change of towels. The school needs to obtain confirmation from agents that their hosts are complying with the school's rules.

W12 The school's records confirm that fire risk assessments and annual gas safety checks are in place. Homestay hosts' addresses and contact details are given on the main database against students' names, but not the host's name, although hosts' names were available on a separate database. The school had addressed this weakness by the end of the inspection.

W13 Conditions and procedures under which accommodation arrangements can be terminated are not included in the confirmation of accommodation booked that is sent in advance, but are stated in the school's terms and conditions.

W14 Feedback is regularly gathered, and feedback forms are annotated to indicate when and how action in response to feedback is taken.

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 type="checkbox"/>	<input 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

None.

Accommodation: residential

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

Comments

W22 The common areas in the residence are cleaned daily and the bedrooms every week. Bedding and towels are changed weekly.

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

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

W24 The school does not allow junior students to live in bedsits or flats.

W25 The school has very occasionally been asked to recommend other accommodation such as a hotel. Before they recommend one, a senior member of staff visits it and speaks to the manager.

Leisure opportunities

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

Comments

W26 The school posts information about what is on in central London on a main noticeboard every week. This states if an activity is not suitable for under 18s. For the summer school, leisure activities for groups are arranged to meet their requests and group leaders commented on how responsive the school was to their needs. For the few students who had booked individually for the package that included afternoon activities, there was an interesting and varied programme. Students commented very positively on the activities and the responsiveness of the school to their suggestions.

W28 The junior students' activity leader has special first aid training relevant to younger students. There are practical well-designed risk assessments for the different activities. These are living documents with space at the bottom for the activity leader to add comments and lessons learned.

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 very well met. The accommodation provided is suitable and the management of the accommodation systems works to the benefit of the students. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The LSC Stanton junior summer school and year-round group provision includes students booked individually and also in groups. Groups may be closed and of any age range, or may integrate with other adult or junior students in the school. The summer school is advertised for students aged 11–15 years old and for closed groups of 11 to 17 years old. At the time of this inspection there were 17 students aged under 16 and 27 students aged 16 and 17 in the school.

C1 There is a comprehensive safeguarding policy. The designated safeguarding person (DSP) is the school's principal. Guidance on responding to child protection allegations is included in the policy and in each class register.

C2 The principal and two senior colleagues have completed advanced safeguarding training and other relevant additional training. All staff have completed a basic safeguarding course and the principal in her role as DSP has been through the policy with small groups of teachers. Staff sign to say they have read and understood the policy. Group leaders and individual students' parents or guardians are sent a summary of the policy in advance, and are asked to sign that they have read and understood it. Staff are reminded of the policy again at the start of the summer.

C3 Publicity gives an accurate description of the level of care given to under 18s through a number of Frequently Asked Questions (FAQs).

C4 The principal has completed a safer recruitment course and ensures that recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with the policy. All staff and hosts are required to be DBS checked.

C5 There are very good arrangements in place for the supervision and safety of students during scheduled lessons and activities. These include their being taught separately on the top floor of the school, a staggered timetable so that junior and adult breaks do not coincide, and arrangements for staff to accompany students who need to use the lavatory between breaks. The top floor is separately monitored by CCTV.

C6 Almost all under 16s are brought to school and collected from school by a parent or guardian. Exceptionally, a student may be allowed to travel alone, but the route and the student are risk assessed in advance, the student is accompanied over the route several times by a chaperone, and parents or guardians are informed of the risk assessment and agree in writing for their child to be allowed to travel alone. A member of staff is always in attendance on the fourth floor when students arrive in the mornings and registers them in. They are also registered out. The induction of all new students includes an explanation of the school rules by the principal and then a test to check that the rules have been understood. The more advanced students then create a poster with the rules. Induction also includes 'e-safety' to alert students to internet dangers. For students in homestay accommodation there is a questionnaire that they complete with their hosts which helps them discuss and clarify the house rules and routines. All off-site activities are supervised by group leaders or school staff. Group leaders are made responsible only for students in their own groups.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. There is very good provision for the safeguarding of students under 18 within the organisation and in the leisure activities and accommodation provided. *Care of under 18s* is an area of strength.
