

Organisation name	LSI Portsmouth
Inspection date	22–25 May 2018

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

Recommendation
We recommend continued accreditation.

Summary statement

The British Council inspected and accredited LSI Portsmouth in May 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This large private language school offers courses in general, academic and professional English for adults (18+).

Strengths were noted in the areas of strategic and quality management, staff management, student administration, publicity, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching, care of students, accommodation and leisure opportunities.

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

Introduction

LSI Portsmouth is a well-established school which was sold by the two founder owner/managers to Neath Port Talbot College (NPTC) in December 2010.

Four main courses are offered: general English and exams, pre-sessional, general English for adults over 30 and executive English. All courses are full-time.

Since the last inspection a number of academic staff have taken on new responsibilities. A new vice-principal role has been created. The academic team has been re-structured, with the creation of an Exams Director of Studies (Exams DoS) and a general English ADoS (GE ADoS).

The general English course for adults over 30 years of age was introduced in July 2016 and comprises 15 hours' tuition in the morning with an optional ten or 12.5 hours' additional study in group classes or on a one-to-one basis in the afternoon.

The school is also a test centre for IELTS: tests are held approximately every two weeks.

The inspection took place over three and a half days with two inspectors. The inspectors had meetings with the principal, quality assurance manager, vice-principal/executive DoS (VP), general English DoS (GE DoS), pre-sessional DoS (PSE DoS), exams DoS, executive ADoS (Exec ADoS), pre-sessional ADoS (PSE ADoS), general English/exams ADoS (GE/Exams ADoS), accommodation manager, accommodation liaison officer, general English social organiser (GE social organiser), executive social programme organiser (Exec social organiser), head of admissions, reception manager, self-access study centre supervisor (SA supervisor), building manager and assistant building manager/IT support. Two focus group meetings were held with students and two with teachers. All teachers scheduled to teach during the time of the inspection were observed. One inspector visited three homestays, two adjacent student houses, and a Portsmouth university hall of residence.

Address of main site/head office

1–13 Lord Montgomery Way, Portsmouth PO1 2AH

Description of sites visited

The premises are on nine floors of a building in central Portsmouth, about ten minutes' walk from Portsmouth and Southsea railway station and close to local transport links. The building is owned by Neath Port Talbot College and has been refurbished to a high standard. The school occupies the entire building, including part of the ground floor, which was previously let to a restaurant. A new restaurant, owned and managed by the school, is due to open in July 2018.

The reception area and administrative offices are on the ground floor. There are 55 classrooms, a student lounge, an executive centre, two teachers' rooms, a staff kitchen, a self-access study centre, a self-access facility for pre-sessional students, offices for management and administrative staff and a small open-plan conference room. The two teachers' rooms and the executive centre have balconies.

The student lounge contains a piano, and pool and table tennis tables. At one end of the lounge there is a 'social hub', with tables and chairs and access to hot and cold drinks. The social programme organiser's office is located next to this area. The fifth floor is designated as the executive centre, with smaller one-to-one classrooms and a newly-refurbished executive lounge where students have free tea and coffee.

There are toilets on all floors, including a Muslim washroom on the ground floor. There is lift access to all floors from the ground floor.

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

ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

General English courses are offered at all levels and exam preparation courses are offered for courses leading to external general English exams and IELTS tests. The standard executive course comprises a combination of one-to-one tuition in the mornings and small-group classes in the afternoons and other options, such as all-day one-to-one. Open-group or closed-group classes are also offered. The pre-session courses are offered for four, eight, 12, 18 or 25 weeks.

Accommodation profile

A range of accommodation types is offered: half board in homestay (standard or executive), self-catering student house, catered university hall of residence, and hotel. The two student houses are adjacent and share a common basement with a laundry room and cleaning equipment; both have a resident house manager. All homestays are on bus routes no more than 20 minutes from the school, or within walking distance, and the student houses and the residence in use at the time of the inspection are only a few minutes' walk from the school. One inspector visited three standard homestays, the student houses, and a university residence.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The school has clearly stated goals and values, known to staff and students. Strategic planning, including monitoring of progress and review, is well established. Review systems are comprehensive and effective. Continuing professional development is an important aspect of provision. Student administration is carried out professionally, and with a high priority given to identifying and meeting individual student needs. Publicity is accurate and clear. *Strategic and quality management, Staff management, Student administration and Publicity* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide a very comfortable and professional environment for staff and students. Classrooms are suitable, and study centres are well stocked and well managed. A wide range of interesting and relevant learning resources is available. *Premises and facilities and Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. A combination of suitably qualified and experienced teachers, led by a well-qualified and experienced management team, provide students with a positive learning experience. All courses are well designed to meet the needs and interests of the students. Academic management is carried out efficiently and appropriate support is available for staff and students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Course design, Learner management and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. There is good provision for the safety and security of the students, pastoral care is of a very high level, and accommodation systems are well designed and effective. The general and executive leisure programmes are extensive and well organised; and the opportunity to join the Portsmouth university student union extends the possibilities for interaction with native speakers of English. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

No students under the age of 18 are accepted.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has	Strength

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

Comments

M1 There is a clear mission statement which is available on the website and made known to staff in handbooks and induction materials. It was very evident that all staff are committed to providing students with 'the best experience they can have' and to the overarching aim of the school to 'be the best in all we do'. Among the school's values is a commitment to engaging with the local community. A scholarship scheme has been introduced for a limited number of refugees who are offered free English classes and opportunities to integrate into the school community. There were three such students in the school at the time of the inspection.

M2 The quality plan covers all key areas of the school's provision and is reviewed on a quarterly basis. Objectives are SMART and based on feedback from all stakeholders. There are clear measures which monitor progress during implementation of new initiatives, for example the development of an LSI Portsmouth app to improve the student experience.

M4 There was evidence of very good formal and informal channels of communication. Teachers commented on the open-door policy of management and the ease of communication via a messaging app. The principal attends quarterly board meetings at NPTC head office. An annual newsletter is sent to homestay hosts.

M5 Student feedback mechanisms are very good and include initial and end-of-course feedback which is analysed statistically, with comments recorded on a spreadsheet together with action taken. There were many examples of action taken as a result of on-going feedback from students: they include staggering timetables in order to avoid overcrowding of the lifts and student lounges, and changing the start time of the 30+ course to enable participants to mix socially with the executive clients.

M6 Feedback is obtained and recorded at weekly staff meetings and via the LSI online help facility. Suggestions boxes in the teachers' rooms enable staff to provide anonymous feedback. Teachers commented that managers responded promptly to feedback.

M7 Review is an integral part of the school's policy. There is a very thorough self-evaluation against Scheme criteria, with specific action points to be addressed against each criterion. Action points from the last full inspection have been addressed.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 An excellent set of human resources policies which are widely available to all staff has been drawn up. The school has ready access to human resource advice and guidance from NPTC. Staff engage in regular shadowing of each department's procedures. Staff commented that they feel valued and evidence was seen of on-going compassionate support for a member of staff who required time off for medical reasons. A social get-together has been introduced every Thursday for staff from all departments.

M10 There are comprehensive human resources procedures in place for each stage of the recruitment process, including a full and thorough interviewing process. Staff have received training on recruitment and a well-qualified

and experienced team of managers and academic staff is in place.

M11 Thorough induction is provided for all staff. An induction checklist is in place and there are opportunities for observing and shadowing colleagues. New teachers are assigned a mentor.

M12 There are robust appraisal procedures which identify achievements and areas for improvement. There was clear evidence of a supportive approach used before any disciplinary action is taken.

M13 There is a strong tradition of continuing professional development (CPD) in the school. Administrative staff are offered appropriate training opportunities. For teaching staff there is a wide range and variety of CPD opportunities; peer observation is encouraged and supported and teachers are actively involved in the delivery of CPD sessions. Five members of the senior management team have received full funding for a diploma-level management course.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M14 There is very good provision in this area. Feedback from students indicated a high level of satisfaction with the professional and flexible attitude of staff in terms of customer service in all areas.

M15 Great care is taken to liaise with students before their arrival to ascertain their specific needs and interests, and during their course they have regular contact with the academic team to adjust their programme if necessary. The emphasis is on offering a personal and individual service.

M19 There is a comprehensive policy which clearly indicates why prompt and regular attendance is important and which outlines the procedures followed by the school to ensure that students comply. This is supported by posters around the school, contained in the student handbook and in a code of conduct. During the inspection there was evidence of systematic follow-up and sensitivity as to the cause of absence.

M21 There is a clear, accessible complaints procedure in the student handbook, on posters and online, indicating the ultimate option of complaint to an independent body. It was clear to inspectors that students' satisfaction with the school is viewed as important.

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

Comments

Publicity consists of a website, brochure and a range of social media.

M22 Publicity gives a very clear picture of the provision, and uses a balance of accurate text and attractive image to good effect. Information is comprehensive and fully representative of the student experience. All the photos were

taken in the school or during the leisure programme. Students' testimonials were produced at inspection with evidence that permission was given for use.

M23 All information is well written, highly accessible and in plain English.

M24 All required information provided is accurate. Information on course content is clear, detailed and consistently presented across courses for comparison.

M27 All types of accommodation offered are clearly described. The information includes photos of real homestays and verified testimonials by students.

Premises and resources

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

Comments

P1 The premises are very well maintained, cleaned to a high standard and have recently been re-carpeted and re-painted throughout. They are smartly furnished to provide a comfortable and professional working environment. There is good provision for students or staff with disabilities, including the visually impaired. Wi-Fi provision throughout the building has recently been upgraded.

P2 All classrooms seat the school's maximum class number comfortably. All rooms have natural light and good ventilation; the windows at the front of the building have been fitted with solar control film. Executive classrooms are specifically designed for one-to-one or small-group work. They provide a professional environment matched to the needs and expectations of their clients.

P3 The main student lounge is extremely attractive, with brightly-coloured seating and generous provision of space for games and relaxation. Students have access to two coffee machines, a water dispenser and there are tables and chairs at one end of the room, the 'social hub', where students may consume their own food. The executive lounge has been newly refurbished throughout to a very high standard and provides an exceptionally attractive and comfortable environment. An external balcony adjoins the lounge.

P4 Seven water dispensers are available in appropriate locations in the building. There are many affordable local eateries close to the school.

P5 Signage throughout the building is very clear and consistent. There is a welcoming digital display of staff members at reception. Staff photoboards and informative noticeboards are displayed in appropriate locations in the building, including the lift.

P6 There are two very spacious teachers' rooms. All teachers have dedicated workplaces and easy access to resources, computers with internet access and printing facilities. A separate meeting room is set aside for staff meetings.

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

Comments

P7 There is a wide range of up-to-date supplementary materials, in-house materials and visual and digital resources on which teachers can draw to support the coursebooks used in GE, exams and PSE classes. In executive classes materials from a wide variety of sources are used to help students achieve their learning aims.

P8 Teachers' resources are catalogued and well maintained by the GE/exams administrator. Resources include reference materials for teachers and up-to-date relevant materials on teaching methodology. Teachers also produce their own materials, which are stored on a shared drive.

P9 There are 25 classrooms equipped with IWBs with good quality screen display. A nominated teacher and the assistant building manager provide IT support. All staff have received training in the use of equipment and there was evidence during classroom observations of very confident use of technology.

P10 The GE/exams self-access study centre is well equipped with an appropriate range of resources including graded readers, exam practice materials, 12 computers and a printer. A print-out of useful websites is available. The PSE self-access facility is well equipped and organised, with a wide range of books on specific subjects.

P11 The SA supervisor, who also teaches, is available in the GE/exams self-access study centre for support when classes end in the afternoons. Teachers take classes to the study centre on a regular basis. The PSE self-access facility is conveniently located in the PSE classroom and staff are on hand to offer guidance and support.

P12 Resources are reviewed at academic management meetings and teachers are regularly consulted at staff meetings. The school has a wide range of up-to-date teaching and learning resources and teachers regularly request and receive new resources. There was evidence of systematic allocation and deployment of a budget for resources.

Teaching and learning

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

Comments

T2 Of the 30 teachers at inspection 40 per cent were TEFLQ.

T3 The teaching team has a very good range of expertise and experience which is relevant to the range of courses and levels taught at the school. The academic management team provide regular support to teachers who change courses in order to equip all the members of the teaching team with skills which can be transferred to different courses. The CPD programme reinforces this support with appropriate sessions.

T4 The academic management team consists of the VP, GE DoS, PSE DoS, exams DoS, Exec ADoS, PSE ADoS, GE/Exams ADoS. All are TEFLQ and have a considerable amount of teaching and management experience in the ELT area. The off-site course manager is contracted to teach for half the year and was teaching at the inspection.

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

Comments

T6 Rooms are appropriately matched to the size of the group. Since the last inspection a new timetable has been introduced in response to teacher and student feedback, and there are no classes on Friday afternoons.

T7 Academic managers provide first-line cover and a teacher provides cover on Mondays. A number of teachers

who are not timetabled to teach are available for additional cover in addition to other appropriately qualified members of staff.

T9 Teachers at the focus group meeting appreciated the day-to-day support of the DoSs, ADoSs and senior teachers. New teachers are supported by more experienced teachers through buddy systems and receive more frequent observations. Teachers who are unfamiliar with a particular course receive one week's training and have an opportunity to observe their peers, and are subsequently observed and mentored. A number of in-house training videos have been produced by members of the teaching and academic management team.

T10 All teachers are observed at least once a year with oral and written feedback and many have been observed more frequently. There is an established peer observation programme, which teachers support. Observation records are detailed and the summative comments are appropriately wider ranging in focus. Areas of good practice are shared in a varied programme of regular workshops and other CPD activities. For PSE observations a reflective model has been developed by the exams DoS. In executive classes sequences or whole lessons are captured on camera and used as a basis for observation feedback. Teachers reported appreciation of the observation process and feedback.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
Comments	
<p>T11 There is a clear course structure for each of the courses offered. In the GE course, mornings are based on published coursebooks. In the afternoons, the first lesson focuses on functions and skills, and the second lesson focuses on extra speaking and listening practice. Exam courses use an exam coursebook at the appropriate level. The executive courses are tailor-made to the individual student's needs and interests; the morning classes are one-to-one and focus on the individual. In the afternoons students are put together in small groups according to the functions they want to practise. The PSE courses prepare students for university studies and are based on a coursebook at the appropriate level.</p> <p>T12 Feedback is regularly obtained from teachers and they are invited to trial new coursebooks. PSE course design is reviewed at an annual review meeting in October.</p> <p>T15 All students are encouraged to develop independent study strategies. GE/exam students have access to dictionaries in class and to the self-access centre. PSE students are specifically taught how to develop these strategies in preparation for their university studies. Extensive use is made of a social learning platform by students and staff. Tutorials provide individual guidance in this area. A post-course advice sheet is given to all students when they receive their leaving certificate.</p> <p>T16 PSE courses and some GE/exam and executive courses include class visits to places of interest with built-in preparation, on-site tasks and subsequent feedback. The school offers students a conversation club and a weekly job market to help them find jobs locally. They also have the opportunity to join the Portsmouth university clubs and societies in term-time. The executives can have lunch with the teachers every day, and also have their own separate leisure programme, which includes talks by local people. An excellent set of recommendations for self study, encompassing learning goals and strategies, is available on posters around the school, in the student handbook and on the LSI app.</p>	
Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
T20 Where relevant, students are guided to select the examinations and examination	Strength

training best suited to their needs and interests.	
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Strength
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

T17 All students are given a grammar test and an individual speaking test on arrival during which they are asked about their needs and interests. These are recorded in writing and the notes are put into the registers so that they are readily available to teachers. Executive and PSE students complete a needs analysis so that their course can be tailor-made according to their specific needs. All students in the focus group meetings felt they were working at the correct level.

T18 Students are given tutorials every two weeks. Executive students give presentations at the end of each week and PSE students are required to give a presentation at the end of their course.

T19 Students are well supported by their teachers and the SA supervisor, who offer advice on self-study materials and additional homework. Students at the focus group meetings reported that they were enabled to change classes easily. Their progress is monitored by the academic team to ensure the new level is appropriate.

T20 The exams DoS is available to give guidance to students on selecting the best examinations and courses for their needs. He has produced useful booklets on the IELTS test to inform students about what they can expect. Students wanting to do examination preparation courses are pre tested and students who are of the level are able to enter these classes.

T21 At the end of their course all students receive course reports covering all aspects of the school's provision.

Classroom observation record

Number of teachers seen	35
Number of observations	35
Parts of programme(s) observed	All

Comments

At inspection one teacher was teaching a one-to-one class after the conclusion of the inspection. He is not included in the above record.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Teachers produced accurate models of spoken and written English, appropriate to the aims of the lesson. Clear explanations and relevant examples suitable for the students' level were provided. Additional supports such as models on the board, which included parts of speech, phonetic script and stress marks, were provided in only a minority of cases. In a minority of cases there was evidence of teachers improvising to develop students' linguistic awareness. In a minority of cases highlighting of useful classroom language was noted.

T24 Detailed class profiles meant that content, pacing and grading of language was appropriate to the group. The classes for executives, in particular, reflected the needs of the students. Regular tutorials are given to all students so the needs of those on general English courses are also taken into account. Where there was evidence of teachers thinking about differentiation this manifested itself most frequently in relation to student pairing, rather than in materials or output

T25 A positive feature of the lesson planning template is that teachers are asked to indicate explicitly the

achievement of aims, although a few outcomes were quite vague. There was a good balance of input and practice opportunities and lessons were appropriately staged in the majority of classes. In most classes there was good use of warmers. Teachers used a wide range of supplementary materials. A clear set of activities around a single topic or one language point were reinforced by several means. Short homework tasks were set by most teachers.

T26 Teachers demonstrated confident use of a wide range of techniques, all appropriate to the level of students. Appropriate elicitation, prompting, concept checking and checking of understanding was seen across all classes. In some lessons there was good use of test-teach-test lesson structure.

T27 Teachers made very good use of a variety of media. Data projection and audio were used well. Dictaphones were well used in executive classes. Whiteboards were well used, with good zoning in most classes. Many teachers made use of their own materials, which were professionally produced in almost all cases.

T28 Teachers monitored students' language well during activities and made notes for future reference. An appropriate mix of teacher correction, peer feedback and prompted self-correction was seen in most lessons. Opportunities for feedback were missed in a small number of lessons.

T30 There was a positive atmosphere in all classes, with students fully engaged in the learning process. Teachers gave clear instructions and knew their students well. There was a good balance of teacher/student talk. Students at the focus groups meetings showed appreciation for their teachers.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with the majority being good. Teachers were able to present sound models of spoken and written language in well-planned and well-managed lessons. Learning outcomes were generally specified and shared with students. Teachers used a range of appropriate teaching techniques and topics and tasks were interesting and relevant. Students received useful feedback on their use of the language. Teachers knew their students well and all students were fully engaged in their learning.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Strength

Comments

W1 A range of appropriate measures is in place to ensure the safety and security of students and staff, and all records are well maintained. The building manager and his assistant have responsibility for health and safety and fire risk assessment, and this is specified in their job descriptions. They act as fire marshals, assisted by ten fire evacuation officers and two staff with specific responsibility for the teachers' rooms and the student lounges. Fire safety briefing forms part of the induction for all students and staff; and this is reinforced in handbooks for all students.

W2 The document pack for staff involved in the off-site leisure programme contains clear instructions on how to respond in an emergency, including incidents which represent a threat to the safety of students or staff. A more detailed set of operational procedures has also been drawn up for the senior management team.

W3 The three-person welfare team consists of the principal, the quality manager and the reception manager, whose names, photographs and roles are clearly displayed on noticeboards and included in student information packs. Teachers conduct fortnightly tutorials which also have a pastoral dimension. An admirable level of care and concern for students is evidenced in the very conscientious record-keeping. There are separate faith rooms for males and females.

W8 Information on health care, entitlement and the location of local services is comprehensive and very clear.

There are 12 staff with certificates in 'Emergency first aid at work'. Staff are available to accompany students who need help, including linguistic support, to the local hospital, treatment centre, doctor or dentist.

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

Comments

W9 All students in homestay, student houses and residences are in single rooms with free Wi-Fi access. Ensuite accommodation is available in residences, most of the rooms in the student houses, and some homestays. Students opting for executive homestay are placed with professional hosts. Oral and written feedback from students testified to high levels of satisfaction.

W11 The member of staff responsible for accommodation liaison and quality control is herself a homestay host. The database contains comprehensive information on hosts, the home, and the checks that have been carried out. Any missing data is highlighted and visit due dates are ordered chronologically.

W13 Initial feedback on accommodation is elicited individually and continuing student satisfaction checked fortnightly in individual tutorials, with executive students - who are typically on courses of only one to two weeks' duration - being more closely monitored. Student feedback scores for both homestays and student houses are recorded on the database and can easily be tracked over time. The feedback form for student houses has recently been revised. Evidence was seen that action on any issues is carefully documented.

W14 Written information and advice for homestay hosts is comprehensive and helpful. Those hosts whose homes were inspected reported that communications and payment systems were efficient; they were also highly appreciative of the support available. Hosts receive periodic feedback and are themselves asked to give feedback on the service provided by the school.

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

Comments

W17 The database makes use of an ingenious colour coding system for student nationality/first language to ensure that students with a common first language are not placed in the same homestay.

W18 All students are placed in single rooms.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

Comments

W22 Student feedback is used as one means of monitoring the hotel accommodation recommended. The provider

has also carried out a checklist-based inspection of these hotels.

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

Comments

W23 A range of media is used to publicise events in Portsmouth, and help and advice is available for students wishing to make independent bookings or travel arrangements. Students are also able to join the Portsmouth university student union, which offers opportunities for interaction with native speakers of English. Photograph displays record activities and encourage participation.

W24 The very full and age-appropriate social programme is open to all students. It consists of a choice of activities almost every day and an excursion every weekend. A separate, additional social programme is offered to executive students. The excursion programme takes account of seasonal weather variation, and care is taken to ensure that there is sufficient variety for long-stay students.

W25 Students receive an informative booklet for every excursion. On the general social programme, accompanying activity leaders are given guidance notes and prepared for their role by shadowing an experienced leader and familiarising themselves with the risk assessment. In addition to accompanying excursions, teachers take part in weekly football matches and lead a weekly conversation club; they also play a central role in social activities specifically for executive students and those on the 30+ course. Evidence was seen that student requests for activities are acted upon, and student feedback on both the general and executive programmes was very positive.

Declaration of legal and regulatory compliance

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

Comments

D1 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	1988
Last full inspection	2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1985
Ownership	Name of company: Neath Port Talbot College Company number: 1874846
Other accreditation/inspection	ISI

Premises profile

Details of any additional sites in use at the time of the	N/a
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inspection but not visited	
Details of any additional sites not in use at the time of the inspection and not visited	N/a

Student profile	At inspection	In peak week: August (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	125	250
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
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	125	250
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
18+Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	18–30	18–30
Adult programmes: typical length of stay	6–8 weeks	4 weeks
Adult programmes: predominant nationalities	Saudi, Swiss, Chinese, Korean, Japanese, Omani, Italian	Saudi, Swiss, Chinese, Korean, Spanish, Omani, Italian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	30	38
Number teaching ELT 20 hours and over a week	12	
Number teaching ELT under 19 hours a week	18	
Number of academic managers for eligible ELT courses	8	8
Number of management (non-academic) and administrative staff working on eligible ELT courses	19	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	8
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	8
Comments	

Seven members of the academic management team were teaching at inspection and are included in the above record. GE DoS (5 hours), exams DoS (2.5 hours), PSE DoS (1.5 hours), PSE ADoS (1.25 hours), Exec ADoS (12.5 hours), GE/Exams ADoS (12.5 hours), off-site course manager (10 hours).

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	12
TEFLI qualification	18
Holding specialist qualifications only (specify)	0

Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	30

Comments

At inspection one teacher was providing cover and teaching a one-to-one class after the conclusion of the inspection. He is included in the above profile.

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	44	0
Private home	0	0
Home tuition	0	0
Residential	5	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	20	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	56	0
Overall totals adults/under 18s	125	0
Overall total adults + under 18s	125	