

Organisation name	Manchester Central School of English
Inspection date	15-16 September 2014

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

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

Recommendation

We recommend continued accreditation but recommend that evidence be sought within six months to demonstrate that weaknesses in *Publicity* have been addressed.

Publishable statement

The British Council inspected and accredited Manchester Central School of English in September 2014. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see <http://www.britishcouncil.org/education/accreditation> for details).

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

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

Strengths were noted in the area of premises and facilities.

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

Organisation profile

Inspection history	Dates/details
First inspection	2006
Last full inspection	November 2010
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 schools / centres /affiliates	N/a
Other related non-accredited activities (in brief) at this centre	Teacher training courses (CELTA and IELTS teacher training)

Private Sector

Date of foundation	2005
Ownership	Private limited company (one director)
Other accreditation/inspection	ISI

Premises profile

Address of main site	Royal Buildings 2 Mosley Street Manchester M2 3AN
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	None
Inspectors' note of sites inspected	Manchester Central School of English (MCSE) is located on the second floor of a building in the centre of Manchester with easy access to all amenities. The premises are modern, spacious and comfortable, with the classrooms and offices arranged around a spacious central corridor with some open-plan communal areas. There are nine classrooms, a computer room, a self-study library, a teachers' room, a number of offices and a communal lounge and reception area. The general environment is pleasant and professional. MCSE has a lease on the premises until 2020.

Student profile

Student profile	At inspection	In peak week
Of all international students, approximate percentage on ELT/ESOL courses	100%	100% (August)
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Total ELT/ESOL student numbers (FT + PT)	48	117
Full-time ELT (15+ hours per week) 18 years and over	47	102
Full-time ELT (15+ hours per week) aged 16-17 years	1	10
Full-time ELT (15+ hours per week) aged under 16	0	5
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
Minimum age (including closed group or vacation)	16	14
Typical age range	18-50	18-50
Typical length of stay	4 weeks	4 weeks
Predominant nationalities	Libyan, Saudi Arabian, Qatari	Libyan, Saudi Arabian, Italian, Kuwaiti
Number on PBS Tier 4 General student visas	3	3
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	38	90
Number on child visitor visas	1	17

Report expires 31 March 2019

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	12
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10-19 hours/week	2	
Number teaching ELT 20 hours and over/week	6	
Total number of administrative/ancillary staff	5	

Academic staff qualifications to teach ELT/ESOL

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/ESOL qualification (TEFLQ)	5
Certificate-level ELT/ESOL qualification (TEFLI)	3
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/ESOL qualifications	
Total	8

These figures exclude the academic manager(s)

Comments

The director of studies (DoS), the head of teacher training, and the CELTA tutor are all TEFLQ but were not timetabled to teach during the week of the inspection.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input 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

MCSE runs courses in general English, IELTS preparation and Business English. The majority of students are enrolled on general English courses of 15, 21 or 25 hours, designated respectively as standard, intensive or super-intensive. At the time of the inspection there were two IELTS courses at different levels, and a business English course with one student enrolled. Students aged 16 and 17 are enrolled on adult courses.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		

Homestay	10	1
Private home		
Home tuition		
Residential	2	
Hotel/guesthouse		
Independent self-catering e.g. flats, bedsits, student houses		
Arranged by student/family/guardian		
<i>Staying with own family</i>	1	
<i>Student's own arrangements</i>	34	

Introduction

The principal founded the school in 2005 and accreditation was awarded in 2006. The school moved to the current premises in 2010. The principal is actively involved in the running of the school and is either on site or in regular contact with the administration manager (AM) and the Director of Studies (DoS), who are responsible for day to day operational management. The AM has been in post for just under four years and the DoS for one year.

In addition to general English and IELTS preparation courses, the school runs a Cambridge ESOL CELTA course and its own 'Teaching IELTS' preparation course, which is run as an add-on course to the CELTA. Neither of these courses fall within the remit of the Scheme but they help to enhance the professional academic environment of the school. Attempts have been made to run a 'Soccer with English' course in Manchester and a junior summer school based at Chester University, but they have not attracted viable numbers. Cambridge FCE and CAE courses have also been offered in the past but have not run in the past two years.

The minimum age is stated as being 16, but 14 and 15 year olds are accepted in the summer provided they are accompanied by their parents or in closed groups with legally responsible guardians. These students can on occasions be placed in adult classes.

The school has strong connections with agents and embassies in the Middle East. At the time of the inspection 37 of the 48 students were from Arabic-speaking countries.

The inspection took place over one and a half days plus a part-day, with one inspector spending an additional evening visiting accommodation. Meetings were held with the administration manager, the director of studies, the finance manager, the sales and marketing manager, the accommodation officer, the university placement officer, the head of teacher training, and the social programme coordinator. The principal was out of the country on a business trip at the time of the inspection and was not interviewed. Focus groups were held with the teachers and with the students. One inspector visited three homestay hosts and met a representative from the accommodation agency used to place under 18s in homestay.

Management

Legal and statutory regulations

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

Comments

M1 Sampling identified the following issues:

No evidence could be produced that the school has a CLA licence and there was no information displayed by the photocopier to indicate permitted photocopying.

The school does not appear to operate within the provisions of the Data Protection Act.

The school should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

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

Comments

M2 There is a clear structure of management and administration providing strategic and operational processes and procedures at all times. There is cover for all management and administration roles.

M3 Job descriptions exist for all positions, but some are very brief and do not cover all aspects of the role. There is no Teacher's Handbook to give practical guidance on, and reference to, roles and responsibilities.

M4 Communication channels are effective. There is daily contact between all the members of the management team. This includes the principal who is in daily contact by phone if he is not on site. There is a regular monthly meeting of the management and administration team. Minutes are kept of these meetings but they do not clearly identify the key decisions and the action to be taken.

M5 In conjunction with an external human resources consultancy company an Employee Handbook covering statutory requirements and general policies has been produced. Staff are employed on either 'full' (or 'permanent') contracts or on zero-hours contracts. Until recently no written contracts or other form of agreement were issued to teachers on zero hours contracts; this has now been rectified.

M6 This is met, although some copies of certificates had not been signed to indicate that originals had been seen.

M8 The open-plan nature of the premises allows for informal monitoring of all staff. More formal procedures exist through observation and appraisal. All staff have an annual appraisal with their line manager in which performance is discussed and assessed and objectives set. The annual appraisal for the accommodation officer, who has been in post for over a year, has not yet taken place.

M9 There is a wide range of professional development opportunities (CPD) for teachers (see T10). A similar range of professional development opportunities does not exist for administration and non-academic staff, other than the training required to carry out their jobs.

Student administration

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

Comments

M10 The administrative resources and systems are sufficient to handle the volume of work at all times of the year. Cross-training occurs naturally as the two main members of the administrative team work side by side. The finance manager can also cover their responsibilities if necessary, and in exceptionally busy periods interns are used.

M12 The administration manager (AM) deals directly with, or has oversight of, all enquiries and enrolments and provides a personalised service to meet the specific requirements of the students.

M13 Emergency next of kin details are requested on the application form and on a paper form completed on arrival. The information is transferred to the computer database, to which the AM has remote access. In one of the sampled cases the details did not appear on the computer database, but were available on the paper form. The database does not have a specific field for emergency or next of kin details and is only indicated by the code 'EC', which may not be immediately evident in the event of an emergency. There is no indication of the relationship of the emergency contact to the student or their level of English. Local contact details are recorded and there are procedures in place to update them.

M14 Students are required to swipe their student cards at reception on arrival and departure. There are additional visual checks made of the classes and special attention is paid to Tier 4 students. There is a staged procedure of warnings for persistent absentees. Students are informed of this at induction and on notices. Poor attendance is an ongoing problem and the school should consider a tighter 'zero tolerance' policy and clearer enforcement of the stated procedures.

Quality assurance

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

Comments

M16 The school produced an action plan after the last inspection and has been working on it in the intervening period. Most of the points to be addressed from the previous inspection have been addressed or explained. Some work still needs to be done on safer recruitment (was M6, now C4) and risk assessments for activities (was W30, now W28).

M17 Reviewing and improving quality is embedded in the culture of the school. The monthly management meetings and the analysis and collation of student feedback on courses are examples of this.

M18 The school has introduced an initial feedback form since the last inspection. There is also an end of course feedback form and a monthly tutorial with the class teacher. Opportunities for more informal feedback also exist. There is some evidence that action is taken as a result of feedback or concerns, but this is not recorded.

M19 Feedback from staff is obtained at the weekly teachers' meeting and the annual appraisal. There was also evidence of an exit questionnaire for departing teachers. These procedures are in addition to opportunities afforded by the open nature of the school and the accessibility of its senior staff. Action taken as a result is recorded through the minutes of teachers' meetings and management meetings.

M20 There is a clear complaints procedure available to students. There are also complaint forms that can be completed. There have been no formal complaints, but the school was reminded that action taken with regard to relatively minor concerns should be recorded.

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 checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course description	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The school publicity consists of a website and a brochure (with inserted price-list). Both are regarded as important publicity media, although the website contains more information than the brochure.

M21 The information is generally written in clear, accurate and accessible English. There are some typographical errors, for example on the Welfare page of the website.

M22 The publicity gives an accurate description of premises, location, services and resources, with one or two exceptions (see M26 and M27 below). There is reference on the website to an 'exciting e-learning programme' even though this service does not exist.

M23 The descriptions of courses both on the website and in the brochure is very minimal and does not give a clear definition of content, objectives and levels.

M24 The times and hours of classes and non-teaching days are given. The minimum enrolment age is given as 16 when in fact the school accepts students aged 14 and 15 under certain conditions. The class size is given as 12, but it is not made clear that this is the maximum. The website refers to classes 'averaging 14'.

M25 All aspects of this criterion are met, apart from the fact that the approximate cost of the leisure programme is not given. In fact only one event requires payment, with other events being offered free of charge.

M26 It is not made clear that accommodation for under 18s is provided through an agency. Some of the accommodation offered, and visited by an inspector, does not conform to the descriptions in the publicity, and would be better described as 'student house' or 'private home'.

M27 The sample leisure programme on the website and in the brochure suggests that there is an activity every day including Saturdays, when this is not the case.

M28 Descriptions of staff qualifications and experience is generally accurate. However, there is one reference in the brochure to 'highly-qualified' staff when this is not the case for all teachers.

M29 The accreditation marque is used correctly. The 'accreditations' page of the website includes organisations and examination bodies whose services the school uses but which are not accrediting bodies.

Management summary

The provision meets and, in some aspects, exceeds the section standard. Systems for staff management, student administration, and quality assurance work to the benefit of both students and staff and are reviewed and improved in line with changing needs. Publicity is an area which needs improvement.

Resources and environment

Premises and facilities

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

Comments

R1 The premises provide an excellent environment for both students and staff. The internal conversion not only provides rooms, offices and communal areas of sufficient size and number, but also offers an attractive and comfortable environment conducive to both work and relaxation. There are plans to acquire a vacant area on the same floor of the building, which could provide additional classrooms or a dedicated area for the teacher training department.

R3 Classrooms are spacious and comfortable and able to accommodate the maximum number of students. They are sufficient in number and if necessary the library or computer room can be used as a classroom. Lighting, heating and ventilation is modern and effective with air-conditioning and sound insulation throughout and a maximum use of natural light. The internal glass walls between the classrooms and the corridor space add to the sense of space and openness. Furniture and furnishings in the classrooms are modern, functional and comfortable and there are good sight lines to the interactive whiteboards (IWBs) and the conventional whiteboards located in each classroom.

R4 The communal areas are spacious and attractively furnished. The reception area is open-plan and part of the main communal area. The communal areas provide a good opportunity for informal communication and contact in breaks. There is vending machine providing snacks and drinks at a reasonable price. The school is located on one of Manchester's main city centre squares where there are numerous food and drink outlets and a pedestrianised area for relaxation.

R5 Signage and facilities for the display of general information are good. Notices on the walls in the classrooms are often arranged untidily.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	
Comments					
<p>R7 There is a good range of coursebooks and published supplementary materials available in the teachers' room. Students buy or, in the case of long-stay students, are given their own coursebook. More materials are needed to support the theme-based supplementary classes.</p> <p>R8 Teachers have access to a range of materials and resources. This is generally adequate, although it would be beneficial to have more materials relating to the specific needs of Arabic-speaking students, who form the vast majority of students in the school. Computer materials are not fully exploited.</p> <p>R9 All classrooms are fitted with IWBs. They are well-maintained and teachers did not report any operational problems. Regular in-house training sessions in how to use IWBs are held. The school uses a local company for technical support and repairs for all its computer equipment. Problems can be fixed at very short notice.</p> <p>R10 There are two rooms for quiet study and self-access. The library, which can seat about five or six students, contains coursebooks, reference books, dictionaries and DVDs. Class readers are kept in the teachers' room and can be borrowed on request. The computer room, which is available for independent student use during the lunch break and after the end of afternoon classes, has 12 computers. Neither the library nor the computer room is widely used by students. The materials in the library are not extensive but are clearly organised.</p> <p>R11 Students are shown the self-access rooms at induction but there is no specific guidance given as to how they can use them, either in the induction process or in the Student Handbook. It is not clear how the material on the computers in the computer room is organised or accessed as there is no information displayed on what is available and how students might use the facility as a learning tool.</p> <p>R12 Review and development is part of the monthly management meetings and the weekly teacher meetings. There is also a specific end-of-summer review of teaching and learning resources.</p>					

Resources and environment summary

The provision meets and, in some aspects, exceeds the section standard. The learning resources and environment support and enhance the studies of the students enrolled, and offer an appropriate professional environment for staff. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

T1 One teacher does not have a Level 6 qualification. The rationale for his employment was accepted in the context of his role at this inspection.

T2 All eight teachers employed in the week of the inspection have appropriate ELT qualifications. Five are TEFLQ and three are TEFLI. The head of teacher training and the CELTA tutor, both of whom are TEFLQ, are employed on the ELT timetable when there is no CELTA course running.

T4 The academic management team consists of the DoS and the assistant director of studies (ADoS). The head of teacher training also has an academic management role and contributes to areas such as teacher observation and teacher development workshops.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

T10 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are matched to courses according to preference, experience and development needs. Each general English class has two teachers timetabled in order to provide variety and to facilitate liaison and the exchange of ideas.

T8 Cover is provided by contracted teachers who are not timetabled to teach and by the DoS.

T9 There are systems in place to handle continuous enrolment, but clearer guidelines are required in writing, for example in a Teacher's Handbook.

T10 A varied programme of CPD is provided and managed by the DoS in conjunction with other senior members of the academic team, including the head of teacher training. It consists of monthly internal workshops on subjects such as teaching pronunciation, correcting written work and using IWBs, external seminars and training events, and the allocation of special responsibilities such as preparing IELTS materials, developing resources, giving advice on university placement, and implementing a 'student of the month' competition. All teachers have the opportunity to take on special responsibilities and are paid to do so at their usual teaching rate. Teachers in the focus group were very positive about this role and saw it as a way of furthering their own personal and professional development.

T11 The DoS provides comprehensive support to the teaching team and spends much of his time in the teachers' room working alongside the academic staff. This hands-on approach also allows him to monitor teacher performance and deal with any concerns or needs that arise. In addition, there is a thorough system of observation. All new teachers are observed by the DoS in their first week, and then subsequently in a 'standardization' observation, the exact time of which is unannounced, and in an annual 'development' observation. Reports are written and discussed with the teacher. Peer observation is also facilitated, with written follow-up reports. This means that a teacher will typically have at least three observation events a year. Feedback forms from students are monitored by the DoS and any concerns about teachers dealt with appropriately.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines	<input checked="" type="checkbox"/>	<input 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 Courses are based on published coursebooks with supplementary skills-based material in the afternoons (for general English students). For written guidance teachers are given an in-house syllabus based on the coursebook, but including some mapped supplementary material, mainly from other coursebooks. This is still work in progress. Further written guidance for teachers is needed, perhaps through a Teacher's Handbook as suggested previously.

T14 Other than the coursebook contents, written course outlines are not available to students on general English courses. Teachers prepare written weekly schemes of work for their own use but do not routinely share these with the students. Written course outlines were more evident in the IELTS and business classes.

T15 The coursebooks used include some guidance on study and learning strategies. Further guidance is given in the monthly tutorials, which includes the production of a 'Personal Study Plan'. Students are given a vocabulary notebook to record new lexical items, but it is not clear whether they are trained in how to record, store and activate such language. The weekly 'homework club' run by the DoS is used as an opportunity to help learners with techniques for independent learning.

T16 Courses do not include strategies for developing language skills outside the classroom. Opportunities for learning outside the classroom are not integrated into the syllabus or into course plans and schemes of work.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

Comments

T17 On arrival students are given a placement test which includes a spoken interview. They are allocated a level and placed in an appropriate class. The teacher will monitor new students closely and may suggest a move after the first day's lessons. Teachers discuss the levels of their students at the weekly Friday meeting.

T18 All classes have a test on a Friday in which they are tested on the week's work. Teachers complete a weekly progression form which indicates whether the students are progressing appropriately or whether they require additional support or a change of class. The DoS sees all the forms and discusses any action with the teacher. All students have a formal tutorial every four weeks in which they complete a 'Personal Study Plan'.

T22 One of the teachers has the role of university placement officer (UPO). He has built up contacts with a number of universities, mainly in the Manchester area, and has coached several students through their university application. Twelve MCSE students have successfully gained a place at university since June 2013.

Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	All

Comments

None.

Classroom observation

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

Comments

T23 Teachers generally demonstrated a sound knowledge of the linguistic systems of English and focused on models and forms appropriate to the level and needs of particular classes. However, some models provided were uncontextualised and unhelpful and led to unnatural production.

T24 The grading of teacher language was effective in several cases, particularly when working with lower level students. Strategies for differentiation according to the linguistic needs of the students were not generally demonstrated, and in particular there was little evidence of working on the specific needs of Arabic speakers. This was a missed opportunity.

T25 Lesson plans were provided for all the observed segments and contained appropriate topics and language content. Objectives were usually framed as learner outcomes. As mentioned in T24, there was little evidence of planning related to specific L1 needs.

T26 Lessons generally progressed logically with sufficient time spent on each stage. In most cases teachers had planned a variety of activities to develop the students' understanding of and competence in the language area as well as change the type of interaction. In weaker segments there was a tendency to work through exercises without regard for linkage and development.

T27 A selection of resources was used to facilitate learning. This included audio, video, worksheets and coursebooks. On the whole IWBs were used competently and coursebooks were used extensively, but on occasions the potential of both these resources was not fully exploited. On several occasions teachers had not considered the optimum arrangement of furniture for small groups in large classrooms.

T28 A range of appropriate teaching techniques was used, including elicitation, varied questioning techniques, targeted nomination of students, and explicit correction. Alternative correction techniques such as self-correction and peer correction were not seen. There was little evidence of concept checking questions being used to establish

meaning and confirm understanding.

T29 In most lesson segments teachers used appropriate and varied interaction patterns. Monitoring was generally effective. The balance between teacher-talking and student-talking was appropriate.

T30 Teachers were pleasant and purposeful in their lesson delivery, using humour as appropriate and personalising according to their knowledge of the individual students. They were sensitive to students who were shy or weaker than others in the group. In all classes there was a positive learning atmosphere and students were clearly confident in the ability of their teachers.

Classroom observation summary

The teaching observed was either satisfactory or good. Teachers generally had a sound knowledge of the linguistic systems of English, which transferred into both their planning and their delivery. Opportunities to work on the specific needs of Arabic speakers were missed. Teaching techniques were generally appropriate and materials and resources were used effectively, although there was the potential for further exploitation. The professionalism and sensitivity of the teachers helped to generate a positive learning atmosphere for the students. The teaching observed met the requirements of the Scheme.

Teaching and learning summary

The provision meets and, in some aspects, exceeds the section standard. Teachers have appropriate ELT qualifications and they are given a high standard of support and opportunities for development. This helps to ensure that their teaching meets the needs of the students. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

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

Comments

W1 The school is located on the second floor of a modern building and a range of measures are in place to ensure the safety and security of students. A security guard is normally on duty who escorts all first-time visitors to the school; otherwise, entry is by a buzzer system linked directly to the school. All visitors sign in and out at the school reception. The fire alarm is tested weekly; evacuation drills take place for the whole building every six months, and briefing on procedures in case of fire forms part of student and staff induction. A thorough risk assessment for the building has been conducted by an external consultant; some of the deficiencies identified have been dealt with, others are still under discussion with the owner of the building.

W2 The welcoming and responsive reception staff provide pastoral care as appropriate. For students in accompanied groups, pastoral care is seen as primarily the responsibility of group leaders. A prayer room is available.

W3 There is no named welfare officer. Students in the focus group said that they would speak to someone in reception if they had a problem; if necessary, they are then referred to the person best able to deal with the problem.

W4 The section of the student handbook that deals with abusive behaviour uses language that would not be easily understood by a student with limited English proficiency.

W6 Airport transfers are arranged on request. There is no written information for students wishing to travel independently on travel between the point of entry in the UK and accommodation arranged by the school.

W7 The student handbook, which is well designed and in general clearly written, includes useful information on a range of practical matters. The section on compliance with the law could be usefully extended to include reference to, for example, smoking in public places.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school arranges homestay and residential accommodation (which includes student houses and halls of residence) for students aged 18+. The provision of homestay accommodation for under 18s is sub-contracted to an agency, but the school communicates with the student/parents. One inspector visited two homestays arranged by the school and one arranged by the agency. The hall of residence where one student had been placed by the school had been inspected by the same inspector less than six months previously and found to meet Scheme criteria; it was therefore not re-inspected.

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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input checked="" type="checkbox"/>	<input 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 A single room in one of the homestays visited was small. In another homestay, the host provided fresh bed linen and towels on request rather than weekly.

W12 The accommodation records sampled were up to date and included checks on gas safety and smoke alarms.

W13 Confirmation letters include all relevant information, but the travel time stated is sometimes an underestimate.

W14 Students who have been placed in accommodation by the school are asked for feedback on their first day, and questionnaires are used to collect mid-stay and end-of-course feedback. The questionnaires are not dated and do not ask for explanations for negative responses. Inspectors were told that action had been taken to investigate and where appropriate deal with any issues raised by students, but in some cases there was no written record of such action.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W16 One of the 'homestays' visited consists of two adjacent houses which contain a total of five lettable rooms.

W17 In general, hosts showed awareness of the school's rules, terms and conditions. One of these rules is that hosts will change bed linen and towels weekly; in one of the homestays visited, as noted in W9, the host does not do this as a matter of course.

Accommodation: residential

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

Comments

None.

Accommodation: other

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

Comments

W24 The student handbook gives links to websites where students can find information on renting private accommodation and encourages students to ask for help or advice should they need it, but no information is offered proactively on the implications of living in bedsits or flats.

Leisure opportunities

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

Comments

W26 Students are referred to a local publication which lists current events, but more could be done to raise students' awareness of these and week-end trips to other cities organised by local agencies; a display stand containing leaflets could also be placed in a more prominent position.

W27 The social programme includes indoor football at a nearby sports hall, for which a small fee is payable, a speaking club, and no-cost visits to places of local interest. These and other activities are effectively promoted via a notice board and weekly announcements by class teachers.

W28 The only off-site activities are indoor football, where first aid is available, and visits to places of interest within central Manchester. The risk assessment that has been prepared to deal with the walks from the school to these locations needs to be more detailed.

Welfare and student services summary

The provision meets and, in some aspects, exceeds the section standard. The needs of students for security, pastoral care, information and leisure activities are met; the accommodation provided is generally suitable; and the management of accommodation systems works to the benefit of students.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

C1 There is a safeguarding policy and a number of specific procedures relating to the identification and safeguarding of under 18s. There is a named person responsible for the implementation of the policy. The policy

includes a section on safe recruitment, but see C4. A check revealed that procedures had not been followed in one recent case of the absence of an under 18.

C2 The designated lead person has had level 2 training, and a workshop has been held for staff. Those who were unable to attend the workshop and more recently appointed staff have been given a copy of the safeguarding policy and briefed on procedures.

C3 The website includes a link to the safeguarding policy and gives very brief details of procedures. The print brochure currently gives no information on the level of care and support for under 18s, and there is no link to information on the website.

C4 Reference requests ask if the applicant is a suitable person to be employed in a position which involves substantial contact with under 18s, but recruitment materials do not inform potential applicants of the various checks that will be carried out.

C5 DBS checks are carried out for all staff and by the accommodation agency for homestays hosting under 18s. No checks were carried out on group leaders accompanying students over the summer period.

C6 There are no rules for what students aged under 18 may do outside lesson times. Risk assessments for optional activities make no reference to special provisions for under 18s. As recommended at the last inspection, student ID cards could include the emergency contact number.

C7 The school's rules, which include curfew times related to students' age, are set out in a helpful guide for hosts accepting under 18. Homestay accommodation is on a half board basis during the week and full board at week-ends, but parents/guardians are not asked to confirm in writing that students will be responsible for their own week-day lunches.

C8 The school provides a 24-hour contact number; it also has contact numbers for the parents/guardians of all students enrolled independently. In the case of accompanied groups, the school has only a contact number for the group leader.

Care of under 18s summary

The section standard is barely met. The school has a safeguarding policy, but procedures for the implementation of the policy need to be extended to cover safe recruitment, rules for students and risk assessments. Fuller information for parents/guardians is also desirable.
