

Organisation name	Mayfair School of English, London
Inspection date	7–8 November 2017

Section standard	Met	Not met
<b>Management:</b> 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"/>
<b>Resources and environment:</b> 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"/>
<b>Teaching and learning:</b> 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"/>
<b>Welfare and student services:</b> 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 with a supplementary inspection within 12 months to assess the junior residential programme and the closed group provision when the school is responsible for all aspects of the provision, which could not be seen at time of inspection. Evidence must be submitted within three months to demonstrate that the weaknesses in care of under 18s and W1 have been addressed. The required evidence was subsequently submitted.

### Summary statement

The British Council inspected and accredited Mayfair School of English in November 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the areas of student administration, quality assurance and academic management.

The inspection report noted a need for improvement in the area of care of under 18s.

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

## Organisation profile

Inspection history	Dates/details
First inspection	2005
Last full inspection	February 2014
Subsequent spot check (if applicable)	March 2017 (under 18 provision)
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	1986
Ownership	Name of company: Mayfair School of English Company number: 5561696
Other accreditation/inspection	N/a

### Premises profile

Address of main site	103a Oxford Street, London W1D 2HG
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school occupies the first and second floors of a five-floor building on Oxford Street. A shop is located on the ground floor. There is no internal connection between the shop premises and the school. The school has its own access from the street. Rooms on the third, fourth and fifth floors are rented by external companies for training days and conferences. The school has the option of booking rooms for additional use on floors other than the first and second floors as required. The school's reception area, main enrolment area and principal's office are on the first floor as well as two classrooms as needed. Five teaching rooms, a staffroom, an office for the director of studies and a breakout area for students are located on the second floor.

### Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	120
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	33	113
Full-time ELT (15+ hours per week) aged 16–17 years	0	9
Full-time ELT (15+ hours per week) aged under 16	0	20
Part-time ELT aged 18 years and over	32	11
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>65</b>	<b>153</b>
Junior programmes: advertised minimum age	16 years	10 years
Junior programmes: actual minimum age	N/a	10 years
Junior programmes: predominant nationalities	N/a	Serbian

Adult programmes: advertised minimum age	16 years	16 years
Adult programmes: actual minimum age	18 years	16 years
Adult programmes: typical age range	18–26 years	18–26 years
Adult programmes: typical length of stay	6 weeks	4 weeks
Adult programmes: predominant nationalities	Italian	Italian
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	13	62

<b>Staff profile</b>	<b>At inspection</b>	<b>In peak week (organisation's estimate)</b>
Total number of teachers on eligible ELT courses	8	11
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT 10–19 hours a week	1	
Number teaching ELT under 10 hours a week	4	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	5	

#### **Academic manager qualifications profile**

<b>Profile at inspection</b>	
<b>Professional qualifications</b>	<b>Number of academic managers</b>
TEFLQ qualification	2
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
<b>Total</b>	<b>2</b>
<b>Comments</b>	

The director of studies was not scheduled to teach during the inspection.

#### **Teacher qualifications profile**

<b>Profile in week of inspection</b>	
<b>Professional qualifications</b>	<b>Number of teachers</b>
TEFLQ qualification	1
TEFLI qualification	7
Holding specialist qualifications only (specify)	N/a
YL initiated	N/a
Qualified teacher status only (QTS)	N/a
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	N/a
<b>Total</b>	<b>8</b>
<b>Comments</b>	

None.

## Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

Year round the majority of courses are General English for adults. 16 and 17 year-olds are accepted on adult courses. One-to-one courses are offered on demand. Closed groups of juniors are accepted throughout the year, but most of these groups come in July and August. Ages range from 10–17 years of age.

## Accommodation profile

### Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	2	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	1	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<b>Arranged by student/family/guardian</b>		
Staying with own family	13	N/a
Staying in privately rented rooms/flats	49	N/a
<b>Overall totals adults/under 18s</b>	65	N/a
<b>Overall total adults + under 18s</b>	65	

## Introduction

At the time of the last full inspection, the minimum age was 18. In 2017 the school started to accept closed groups of juniors aged from 10 to 17 years old. For most of these groups the school only provides tuition, which takes place in the main premises. For one closed group this year the school also arranged accommodation in a local hotel and a leisure programme. The school plans to run a residential programme for juniors in the coming summer in an independent boarding school.

The inspection lasted one full day, an evening and a half day. Meetings were held with the owner, the principal, the director of studies (DoS), the registrar and the office manager. One focus group meeting was held with the teachers and one with the students. One of the inspectors visited the agency that arranges residential accommodation for the school. The inspectors saw documentation and spoke to staff about the provision for the junior closed groups. Seven of the eight teachers scheduled to teach during the inspection were observed.

## Management

### Legal and statutory regulations

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

#### Comments

M1 The items sampled were satisfactory.

### Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

M3 All roles and tasks are clearly defined. The principal's job description specifies her role as the designated safeguarding lead (DSL) and the responsibilities for this role are clearly described in the safeguarding policy.

M4 There are frequent and regular meetings both within and between departments. These are all carefully minuted and if any staff are absent, they are sent copies of the minutes. Informal communication happens on a day-to-day basis and staff said they were kept well informed.

M5 The comprehensive policies and procedures are clearly presented to staff in handbooks. There are clear selection and recruitment procedures, including a safer recruitment policy.

M7 Newly recruited staff are given thorough inductions spread over an appropriate length of time. There are useful checklists, which are adapted to suit the requirements of the post. Staff commented that they had been well prepared to take up their new roles, and had benefited from ongoing support and mentoring in the early stages.

M8 All staff have an appraisal after a probationary period and then annually. There is also a preparatory self-appraisal process. Records are kept on staff files.

M9 Teachers have a comprehensive programme of in-house training sessions, which they are paid to attend, and they are kept informed about and encouraged to attend external training events. All staff have received safeguarding training and some have undertaken first aid and fire marshal training.

### Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

#### Comments

M10 The systems and procedures are well established. The staff who administer them are organised and efficient, allowing them time to be available for students and answering queries when needed. Part-time staff can increase their hours at busier times. Students commented on the helpfulness of the staff.

M11 The registrar has an initial TEFL qualification and is able to answer most academic queries. Both the principal and the DoS are also available to give prospective students personal advice and guidance throughout the initial stages of the booking and enrolment procedure.

M13 Details are clearly recorded on the school database. Every Monday teachers ask their students to complete a short form noting any changes. The emergency phone is held on a rota basis and there is remote access to the database.

### Quality assurance

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

### Comments

M17 There is a clear policy on evaluating and improving standards. Student consultations and feedback from staff are an important part of the process of drawing up annual improvement plans, which are comprehensive and detailed.

M18 Students are given regular opportunities to provide individual feedback and there is also a quarterly whole-school electronic questionnaire. Comments are carefully followed up and actions taken are recorded.

M19 There are no formal procedures for gathering staff feedback, but it is clear from minutes of meetings and other documentation that staff feedback is sought informally.

### 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 type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

Publicity includes a website, a brochure in hard copy and a version which is downloadable from the website, and various social media.

M21 The information is easily accessible and clearly presented.

M24 Course information is generally clear and lessons are accurately described as lasting 50 minutes. In The FAQ section on the website the minimum age is given as 18, which is incorrect. This was changed to 16 during the inspection. However, it is not made clear that at times there may be closed groups of under 18s (10+) in the school.

M26 Publicity makes it clear that accommodation is arranged by a third party. However, it states that all the agencies used are registered with the Scheme. This is not the case for the agency used to arrange residential accommodation. This statement was corrected during the inspection.

M28 Half the teachers are described as holding a diploma-level qualification and all the teachers are described as graduates with at least four years' teaching experience. These statements were not accurate at the time of the inspection. The statements were corrected during the inspection.

### Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of its students. Communication is very effective and administrative procedures are carried out efficiently. Publicity is generally clear and accurate, but it is not made clear that there may sometimes be closed

groups of under 18s in the school. *Student administration* and *Quality assurance* are areas of strength.

## Resources and environment

### Premises and facilities

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

#### Comments

R1 The school currently uses two floors in the building, which allows for adequate space for the current numbers. If more space is needed, the school can use additional rooms on other floors.

R2 The premises are decorated and furnished to a very high standard throughout. Cleaning and maintenance are carried out regularly and efficiently.

R3 Classrooms are large and airy, with plenty of natural light. Secondary glazing keeps out most of the busy street noise and all the rooms are equipped with effective heating and cooling systems. Furniture is appropriate. The seminar chairs for students are on wheels and of good size with under seat storage. They provide great flexibility.

R4 There are numerous catering outlets in the vicinity. Drinking water and hot drinks dispensers are available in the breakout areas on each floor.

R6 The staffroom is sufficient in size for the current number of teachers and storage for personal belongings is available in lockers.

### Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

#### Comments

R7 Students work from an up-to-date coursebook and they also have access to shared electronic resources, which give additional opportunities to practise the language learnt in class.

R8 Teachers have access to a large stock of well-chosen and organised resources, including a wide range of teacher methodology books. They also have access to additional shared online resources and materials.

R9 All the classrooms are equipped with computers and overhead data projectors (OHDPs). Staff are given training in the use of these during their induction.

R10 There is a small lending library where students can borrow graded readers, reference books and DVDs.

### Resources and environment summary

The provision meets the section standard. The learning resources and environment support and enhance the studies of students enrolled with the school, and offer an appropriate professional environment for staff.

## Teaching and learning

### Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
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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 type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### Comments

T1 The rationale for one of the teachers without a level 6 qualification was accepted within the context of this inspection.

T4 Both the principal and DoS, who together form the academic management team, have suitable qualifications and relevant experience for their roles.

#### 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 checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T6 Teachers are assigned to one-to-one courses and general English courses with a specific exam or business focus according to their experience and interest. Teachers with previous experience of teaching young learners are assigned to junior courses.

T7 Teachers are encouraged to change the level they teach regularly and consideration is given to the time constraints of part-time teachers. Junior courses are allocated classrooms on a separate floor.

T9 Students can start their course at the beginning of any week. They have a copy of the coursebook and they can download the can-do statements, based on the Common European Framework of Reference (CEFR) and syllabus from the website. New students are encouraged to attend the teacher-led lunch club on Tuesdays, which gives them an opportunity to ask questions. Teachers are given helpful advice on handling continuous enrolment in their handbook.

T10 Teacher development sessions are organised on a monthly, and sometimes more frequent, basis. They are scheduled at a time when most teachers can attend, and cover areas of need as identified in observations and areas of interest expressed by teachers. Teachers can lead sessions themselves, and also give feedback on external sessions they have attended. Peer observations are encouraged, and cover is provided.

T11 Every teacher is formally observed every 12 weeks (termly). Useful feedback and suggestions are given, which result in mutually agreed action planning. The DoS follows up these observations with more informal spot observations, where the development of the action planning can be monitored and discussed.

#### 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 and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T12 The courses are based around current coursebooks. The twelve-week scheme of work and accompanying syllabuses follow the coursebook menu. Ideas for supplementary materials and can-do statements for each level provide additional guidance to teachers. The junior courses are designed around topics.

T14 Teachers are encouraged to draw students' attention to the can-do statements at each level to make them aware of the lesson objectives, and the syllabus is posted on classroom notice boards.

T15 Coursebooks include study and learning strategies and the teachers' forward lesson plans include a focus on study skills for every lesson.

T16 Teachers are encouraged to include an element of British culture into their lessons. However, strategies for ensuring students benefit linguistically from studying in the UK are not included in the course design.

### Learner management

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

#### Comments

T18 All students have fortnightly tutorials with their teacher. Learning targets are set and progress is discussed during the tutorials. Each student has a Student Progress and Academic record (SPAR) form and progress is linked to CEFR levels.

### Classroom observation record

Number of teachers seen	7
Number of observations	8
Parts of programme(s) observed	General English and one-to-one lessons.

#### Comments

One teacher was seen twice and one was not seen. This was due to a room change which had not been noted.

### Classroom observation

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

#### Comments

T23 Teachers generally demonstrated a sound knowledge of the use of English and its linguistic systems and in most cases, gave clear and helpful explanations of language.

T24 In most cases there were full class and individual profiles, and the lesson content was well chosen to meet the students' needs and interests.

T25 Lesson aims and a coherent sequence of activities were generally presented to students. However, learning outcomes were not always made clear.

T26 A reasonable range of appropriate teaching techniques was seen. These included nomination, some effective eliciting and concept checking.

T27 Generally the arrangement of furniture was suitable and the use of the OHDP competent. In some segments, the use of the whiteboard had not been planned and did not provide students with a helpful presentation of

language or vocabulary.

T28 Students were given positive feedback. They were encouraged to self correct and there were instances of delayed correction. In weaker segments, although errors were picked up, there seemed to be little overall planning in how they were going to be dealt with.

T29 Student learning was evaluated by reviewing homework, students feeding back their answers to the class and monitoring of pair and group work.

T30 Rapport between teacher and students was very good. Students were relaxed and enjoyed a variety of activities and interactions, which were well managed.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory in equal measure. The content was generally appropriate and the stages of the lesson were coherent. Teachers used a reasonable range of techniques and generally managed the physical environment effectively. Feedback was given and learning evaluated in a variety of ways. Students were relaxed and rapport between them and the teacher was very good in all cases.

### Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given sufficient support to ensure that their teaching meets the needs of their students. The programmes of learning are well managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

## Welfare and student services

### Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 front door of the building, which opens onto the street, gives access to the lift and upper floors while bypassing the school reception on the first floor. Security on the first floor is assisted by this reception area, but there are no control measures, other than CCTV in parts of the building, to the entrance to the second floor. Current security measures are just satisfactory for a school for adults but there is insufficient monitoring of arrivals into the building to ensure the security of juniors. Although there is only one fire exit from the building, fire safety measures are good overall: risk assessments are up to date, two of the three fire marshals have received specialist training and fire drills are managed efficiently.

W2 Pastoral care is provided by a very approachable team of school staff. Students in the focus group commented on how friendly and helpful everyone on the school staff was.

W4 The school has very clear policies on bullying and abusive behaviour and these are explained in the safeguarding information, which is available on the school website. However, a clearer, simplified version for students needs to be included in the student handbook and on noticeboards. A policy related to the Prevent strategy is in place and training for all staff has been completed. The school is meeting its responsibilities well in this area.

W7 The student handbook and the website contain very useful information for students and is clearly and attractively presented.

### Accommodation profile

#### Comments on the accommodation seen by the inspectors

The majority of students find their own accommodation or stay with family members. Homestay accommodation is available with different prices offered based on the zones of the property. This is arranged through two agencies, both registered with the British Council. Residential accommodation is arranged through a non-registered agency.

Staff reported a good relationship with all three agencies.

One inspector had visited the residence for students over 18, currently being used by one of MSE's students, on a recent inspection in October 2017. The inspector reported that the facilities consisted of ensuite and studio rooms only and included a spa, cinema, bar, work spaces and restaurant. On this inspection a visit was made by the other inspector to the non-registered agency headquarters to meet staff and examine booking systems and review quality control procedures.

### Accommodation: all types

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

### Comments

W10 All homestay accommodation is inspected by one of the agency's inspection officers before being accepted onto the agency's database. Applications are screened for location and accessibility to a tube station, and general suitability, by the administrative team and visits are then arranged for those considered suitable. Residences used by the non-registered agency are thoroughly checked in advance and full details posted on the agency website.

W12 The homestay agency database is very comprehensive and contains detailed information about the accommodation available, which staff use when matching student to host.

W13 The homestay agency responds to requests from providers as quickly as possible. Confirmation of a booking, together with a host family profile, is sent to the provider, who then passes this onto the student. The host family profile contains information about the host(s), travel information and photographs of the inside and outside of the house. The non-registered agency sends full details of the residence in a confirmation letter.

W14 Students receive a 24-hour telephone number from the agency, as well as from their school. The agency continues to rely on accommodation staff in the schools to pass on any feedback from students. Any problems are first dealt with by the accommodation or welfare staff in the schools, and the agency is informed if necessary. Very prompt action is taken, and recorded. Students in residences are asked to complete initial and end-of-stay questionnaires.

### Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 checked="" 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 The accommodation officers check the number of students in a homestay before placing students.

W17 Hosts receive a very comprehensive handbook with detailed and helpful guidelines on hosting students.

W20 The inspection officers check that English is the language of communication in the homestay home but the database does not record all languages spoken by hosts.

### Accommodation: residential

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

W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Comments

W22 Communal areas are cleaned daily, and rooms are cleaned monthly.

#### Accommodation: other

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

#### Comments

W24 Useful advice and web links are available in the student handbook, which is downloadable from the website.

#### Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<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 checked="" type="checkbox"/>	<input 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 Social media and posters around the school are used to promote events in London and students are assisted with booking tickets to events if requested.

W27 The leisure programme for adults consists mainly of teacher-led activities in school or accompanied trips to local museums, galleries and libraries. Most of the junior groups organise their own leisure programme, but the school organised the programme for one of the groups this summer and this consisted of accompanied trips to local places of interest and walks.

W28 Risk assessments are too generic and do not clearly identify risks specific to the activity or the journeys to and from venues. Teachers are not given enough guidance about how to respond in the case of problems, and there is no indication if there are under 18s in the group.

#### Welfare and student services summary

The provision meets the section standard. Overall, the school provides a safe environment for adults, but improvements need to be made to ensure the security of juniors. Students are provided with good pastoral care and a limited but appropriate programme of leisure activities. The accommodation provided is suitable. There are good relationships with the agencies used and the management of the 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The school accepts closed groups of juniors 10+, and students aged 16–17 are enrolled on adult courses. Most junior courses are for tuition only and all are under the supervision of group leaders. Students under 18 make up a small proportion of the total school population. Over the summer the school accepted seven closed groups of students. The ages ranged from 10 to 18 and group size from 5 to 30. The school also arranged accommodation and leisure programme for one group of 18 students aged 10–12. At the time of the inspection none of the students registered were under 18.

C1 There is an appropriate safeguarding policy in place covering all aspects of safeguarding. It includes a code of conduct for staff, safer recruiting procedures and guidelines on handling allegations. The principal is named as the school's designated safeguarding lead (DSL) and the DoS is the deputy for safeguarding. The policy is available on the school website.

C2 The DSL has had specialist safeguarding training; the DoS and one teacher have had advanced safeguarding training. All staff have had basic safeguarding training. There is a useful safeguarding flow chart and good advice on online safety in the teachers' handbook, but a summary of the policy needs to be included in the other handbooks, including the one for group leaders.

C3 There is a general parental consent form for under 18s, which makes it clear that most activities are designed for students over 18 and that students have free time which is not supervised; no separate parental consent is sought for closed groups of juniors which covers the special circumstances related to accommodation arrangements and supervision by group leaders.

C4 Safer recruitment procedures are set out in the safeguarding policy and all staff are DBS checked. Two references are sought but staff files showed that in some cases only one was received; procedures for following up references need to be strengthened.

C5 Junior groups and adult courses have different teaching timetables, and as far as possible are taught in separate areas of the school. There is supervision of junior groups during the breaks but there are too few measures in place to secure access to the building (see W1). Students aged 16 and 17 in adult classes are clearly identified and monitored.

C6 Under 18s in closed groups are not permitted to leave the school except under the supervision of a group leader. Useful advice about supervising under 16s is given in the group leader handbook.

C7 Of the seven junior groups, five arranged their own accommodation, one was provided with homestay accommodation by one of the registered agencies, and one group (ages 10–12) was accommodated in a reputable hotel, booked by MSE. However, the accommodation was not risk assessed, and room allocation and supervision arrangements were not monitored by the school.

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### Care of under 18s summary

The provision just meets the section standard. There are many appropriate procedures in place for the safeguarding of students under 18 on school premises, with good safeguarding training to support this. However, there are no specific parental consent forms for under 18s on closed group courses and more attention is needed in assessing potential risks. Recruitment procedures are mainly appropriate, but procedures for following up references need to be strengthened. There is a need for improvement in *Care of under 18s*.

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