

Organisation name	Mayflower College, Plymouth
Inspection date	24–25 April 2016

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. However, evidence must be submitted within six months to demonstrate that the issue identified in M1 has been addressed.

### Summary statement

The British Council inspected and accredited Mayflower College, Plymouth in May 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

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

Strengths were noted in the areas of: staff management, student administration, quality assurance, publicity, academic management, learner management, care of students, and care of under 18s.

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

## Organisation profile

Inspection history	Dates/details
First inspection	1990
Last full inspection	2012
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	2014
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Courses in testing and rating aviation English, IELTS examination centre
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

## Private sector

Date of foundation	1988
Ownership	Mayflower College of English Ltd Companies House Reg No.: 2275100
Other accreditation/inspection	ISI

## Premises profile

Address of main site	1 Radford Road, The Hoe, Plymouth PL1 3BY
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 whole of a three-storey building, located close to the Plymouth seafront. There is a small green in front of the school as well as municipal tennis courts. On the ground floor there is an entrance lobby, a student common room and café, two computer rooms and a test centre room (which used to be the bar/pub), the administration office and the general manager's office. On the first floor there is a staff sitting room with kitchen area, a teachers' workroom, the IELTS office and marking room and offices for the Director of Studies (DoS) and Assistant Director of Studies (ADoS). There is also an enclosed courtyard area. On the second floor there is an office for the other ADoS, a summer-teachers' staffroom, the aviation course centre and a decked roof terrace. There are twenty small to medium-sized classrooms across the two upper floors.

## Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	25	35
Full-time ELT (15+ hours per week) aged 16–17 years	6	6
Full-time ELT (15+ hours per week) aged under 16	19	85
Part-time ELT aged 18 years and over	1	4
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	51	130
Minimum age	14	13
Typical age range	14–28	14–28
Typical length of stay	2 weeks	2–3 weeks
Predominant nationalities	Saudi, French, German	Saudi, Hungarian, Russian, Spanish, Italian, French

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	16	30–35

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	15–18
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	0	
Number teaching ELT 20 hours and over/week	9	
Total number of administrative/ancillary staff	4	

### Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	3
Certificate-level ELT/TESOL qualification (TEFLI)	6
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	N/a
<b>Total</b>	<b>9</b>

These figures include the academic manager(s)

Comments
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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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
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The following courses were running at the time of the inspection:

**General English:** 15 or 25 hours a week in a maximum group size of seven at the time of the inspection. (16–17 year olds are allowed to enrol on adult courses, but at the time of the inspection there were none.)

**Closed group project-based English:** three groups of students aged 14–18, from Germany. These come once a year for two weeks and follow a course designed in collaboration between MC and the German group leaders.

**ESP: closed group English and work experience:** a French group was doing work placements during the time of

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the inspection.

**One-to-one:** three classes were running during the inspection.

**Teacher development:** one class for teachers of Aviation English was running.

The school also offers:

**English for professionals/executives:** 25, 30 or 35 hours a week

**IELTS preparation courses:** 1, 4 or 12 week courses

**Courses for teachers of English:** 3-week courses for non-native teachers of English.

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### 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	14	25
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<b>Arranged by student/family/guardian</b>		
Staying with own family	7	0
Staying in privately rented rooms/flats	5	0
<b>Overall totals adults/under 18s</b>		
	26	25
<b>Overall total adults + under 18s</b>		51

### Introduction

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Mayflower College (MC) was founded in 1988 by its present owner and director, who relocated to the USA in 2010 but still continues to have an active part in running the school. Since the last inspection the long-standing director of studies (DoS) has resigned and has been replaced by the previous assistant director of studies (ADoS).

The school offers general and specialist English courses and in the summer offers junior activity courses as well. The main specialist courses on offer are for the aviation industry and MC has a department within the school which deals with courses for students, teachers and testers in this area. The school has also designed and offered courses for closed groups of juniors, nurses, teachers, work-placement students, and executives.

The inspection lasted just under two days and interviews took place with the general manager, the DoS, the two ADoSs, the two student services officers and the managers of the IELTS centre and the aviation centre (TEA). Focus groups were held with the teachers, the adult students, the junior students and the group leaders. One inspector visited four homestays and one had a video interview with the director. All the teachers were observed.

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### Management

#### Legal and statutory regulations

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

**Comments**

M1 Sampling identified the following issue: photocopying exceeds the amount permitted under the CLA licence. The school should seek further advice from the relevant 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

**Comments**

M2 The flat organisational structure is made clear in the organogram, with areas of responsibility delineated clearly and shared between two or more postholders. This job shadowing ensures good cover for all roles and gives staff greater variety and interest in their work.

M3 The duties of all staff are well documented and clear. The DoS is the designated safeguarding lead.

M4 Communication within the school is particularly good. There are frequent informal meetings between all administrative staff, teachers and academic staff, and also daily meetings with group leaders, minuted weekly meetings with teachers and with administrative staff, and minuted monthly progress meetings for the administrative staff. The director is in daily contact with both the general manager and the DoS and visits the school on an annual basis.

M5 There are very clear, thorough procedures for recruiting staff, with well thought-through checklists and templates. Arrangements for leave, time off due to sickness and particular requests to account for health issues are dealt with professionally and sympathetically.

M7 Induction procedures for all staff are very good. A comprehensive, clear and sensible induction checklist ensures that all staff understand MC policies and procedures and a short quiz checks this.

M8 Procedures for monitoring staff performance are set out very clearly in the staff handbook, together with what might constitute unsatisfactory performance and how this might be dealt with. All staff, with the exception of the general manager, receive a formal appraisal annually or bi-annually. The general manager received a formal appraisal in 2014 and the DoS has not yet been appraised in his new role.

M9 There is no specific budget for continuing professional development; requests for further training or development are dealt with on an individual basis according to personal or organisational requirements. The general manager has taken a management course, administrative staff safeguarding and child protection courses, the DoS an online DoS course, the ADoS specific computing training, and full-time teachers have been part-sponsored to do diploma courses, as well as being offered training in specialist courses such as aviation English. The managers of the aviation English centre and the IELTS centre were both promoted from within the school.

**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 checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

**Comments**

M10 Staff are friendly and welcoming, greeting students by name and responding to their varied queries. All administrative staff, including the general manager, job shadow each other, ensuring good cover. Thorough

planning procedures and documentation mean that staff are well prepared for the busy periods of the year. Staff find their custom-designed database easy to use and helpful in assisting the administrative processes.

M11 Most students arrive having chosen the type of course they want to pursue. The information online is clear and simple but if students want further information on arrival they are directed to the DoS or an ADoS.

M12 The director deals with all online enrolments, which he uses as the first step in developing a relationship with prospective students and/or agents. The policy for cancellation and refunds is clearly stated on the website and staff are also able to use their discretion, particularly with long term or returning students.

M14 The student attendance policy is clearly stated on the website and in the student handbook. Teachers note absences on the database after each lesson and the DoS checks all junior classes every morning within the first ten minutes, following up absence appropriately.

M15 The stages leading towards expulsion are explained clearly and simply in the student handbook as well as on the website and in the staff handbook.

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

#### Comments

M17 The general manager proactively seeks feedback from all stakeholders. Staff use reports from inspections and educational oversight as well as self-assessment forms together with feedback from students, teachers, group leaders and sponsors to review and develop their performance.

M18 Student feedback is collected within the first week with issues highlighted and resolved as quickly as possible. There are separate forms for adults, group leaders, and juniors with language graded appropriately. An online end-of-course feedback form provides staff with information they can collate statistically. Notes are made of action taken.

M19 Staff are encouraged to give feedback in their meetings and through their appraisals, but there is no mechanism for collecting this formally.

M20 The complaints procedure is clear and detailed on the website and in the student handbook. The stages are explained, including the final option of taking a complaint to English UK.

### Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

The main medium of publicity is the website, updated in January 2016, but there is also a brochure. Other digital marketing includes a regularly updated social media page, a weekly newsletter to past and present students, and a birthday contact mailing to past and present students.

M21 The website is clear, easy to navigate and accessible. It is also translated into 19 languages.

M22 Although stock photos are used for some of the images of students, the expectations raised about the school, its courses, accommodation and Plymouth itself are realistic. Video testimonials from previous students are interesting and useful.

M23 Course descriptions are simple and clear and tied to the common European framework (CEFR). Students can see how they might progress from one level to another and are also given an approximate, and realistic, idea of course length. There is also a useful explanation for students about the reasons why different students might progress at different speeds.

M25 Costs are clearly and simply displayed. A 'what's included' tab enables students to compare courses very easily.  
M26 The description of homestay accommodation is clear and accurate. Real photographs are used, together with quotations from families and students.

M27 There is limited information about the leisure programme on offer to students who are not on junior activity courses.

M29 The new, updated marque incorporating the words 'for the teaching of English in the UK' needs to be adopted.

### Management summary

The provision meets the section standard and exceeds it in some respects. Staff are well managed and work together to ensure the school operates to the benefit of students. *Staff management, Student administration, Quality assurance and Publicity* are areas of strength.

Sampling of documentation revealed an issue in relation to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

## 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

R1 The premises provides adequate space for students and staff to study and relax, although circulation in the narrow corridors is sometimes difficult. The roof terrace and patio area make good use of the building's particular properties in order to provide some outdoor space.

R2 The building is clean and well maintained overall. Classrooms had been recently repainted.

R3 The classrooms are very different and have maximum class sizes of between four and 15. Windows are double glazed and ventilation is good. Poor lighting in one classroom had an impact on a lesson observed.

R4 The large student relaxation area on the ground floor is comfortably equipped with sofas, tables and chairs. Students are able to buy reasonably priced drinks and snacks, made at a local café and brought in each day. Adult students can also use the decked roof terrace and juniors the patio area.

R6 Staff have a comfortable lounge with kitchen area as well as a large separate workroom, with photocopiers, computers and teaching resources. There is also a separate staffroom for summer school teachers.

### 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	

## Comments

R7 Students on general English courses are given photocopies from coursebooks, rather than coursebooks themselves (whether purchased or lent). This has obvious copyright implications (see M1). However, supplementary materials are well organised and easily accessible, and materials produced in house for the specialist courses are good and professionally presented.

R8 There is an adequate range of materials for teachers to draw from, and a small lending library of teaching reference resources in an ADoS office.

R9 The classrooms are equipped with computers used to display material and access online resources or the internet. These are maintained by an ADoS, who has received computing training sponsored by the school. Wi-Fi is available in all classrooms.

R10 Although there are two computer rooms, these are not described or used as formal self-access facilities.

R12 Materials are reviewed through informal meetings within the academic management team, in consultation with teachers and in response to feedback from students.

## Resources and environment summary

The provision meets the section standard. The school makes good use of the premises it owns to provide an environment that supports the studies of students and gives staff an appropriate professional environment.

Resources are well maintained and organised but ways need to be found to avoid excessive photocopying.

## Teaching and learning

### Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Comments

T4 The three academic managers are appropriately qualified and experienced. Although the DoS is within his first year in post, he had previously been the ADoS, from 2008–2015. He also runs the summer school.

### Academic management

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

### Comments

T6 Teachers are matched appropriately to courses. The teacher development programme includes sessions on specialist courses and those interested in extending their teaching repertoire are offered further training and support. TEFLQ teachers are used to teach on teachers' courses.

T9 New students join every Monday. This is made clear to teachers, who are encouraged to view this positively. A feature of the school is the custom-designed teaching database, where teachers are required to input details of material covered at the end of each lesson. This information is linked to the individual students, ensuring that they do not repeat course materials. (See T13) This is particularly important for returning students, who form a significant proportion of MC intake.

T10 Teachers reported feeling well supported by the academic management team. Monthly teacher development sessions are held on a variety of topics, depending on feedback from students and from observation (see T11). A



recent session on writing led to the development of a unified strategy, with a correction code displayed in each classroom.

T11 New teachers are observed within their first week and formal observations and peer observations take place twice a year. Issues noted during observation inform both the teacher development sessions (see T10) and suggestions for peer observation. In addition, one of the ADoSs gives one-off extra lessons to students which he invites teachers to observe. The DoS's observation notes would benefit from being typed up to give teachers greater clarity about areas of focus.

### Course design and implementation

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

#### Comments

T12 Overall course and curriculum aims are clearly stated on the website and in the student and teacher handbooks. The DoS plans an outline of each week's general English lessons, using the teaching database to select appropriate areas. The specialist courses are planned by an ADoS, with each course assigned a project leader and an assistant.

T13 Courses are regularly reviewed on an informal basis, taking into account feedback from teachers and students.

T14 The areas of study for each week are displayed on the outside of each classroom door. These are described in general grammar or topic areas rather than as learning outcomes.

T15 Some very good study and learning strategies are contained in the folders which students receive at induction. However, there was little evidence of these being used in a systematic way within the lessons.

T16 A 'student survival sheet', contains useful phrases for speaking to people in the community. Teachers also regularly take classes off site to practise language learned and to interact with local people and there is a focus throughout the school on providing students with authentic speaking and listening opportunities.

### 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 The majority of students submit an online placement test prior to arrival, enabling them to start immediately after their induction. Levels are described using the CEFR, and are explained on the website and in the student handbook.

T18 Students are set goals each week in line with the overall objectives of the class and course. Weekly progress tests are set and progress monitored on both an individual and institutional level by the ADoS responsible for testing.

T19 Guidance on IELTS is good, with several staff being IELTS examiners and with the IELTS centre on site. Advice and information on other examinations is rarely sought.

T21 All students, including those studying for one week, receive academic reports prepared by their teachers and compiled by the DoS using the teacher database. Certain groups receive additional reports at the request of their sponsors.

T22 Information and advice on universities and schools in the UK is given informally, as requested.

**Classroom observation record**

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	All

**Comments**

None.

**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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

**Comments**

T23 There was evidence of some very good knowledge of language systems, including phonemics and the phonemic script, but this was not consistent and in some segments few examples were given to support the language focus. The language modelled was generally, but not always, accurate.

T24 The content of lessons was generally appropriate and followed course objectives. Although the planning was detailed and thorough, there was generally little focus on the learning needs or the cultural backgrounds of individual students.

T25 Aims or learning outcomes were outlined in most lessons, both in the plans and on the boards. These were not always expressed in terms that students would understand easily, either because of the language used or because of their relevance to overall learning.

T26 The range of teaching techniques observed was somewhat limited; elicitation, pairwork and groupwork were seen.

T27 Teachers generally made good use of their classroom layout and were observed using video and online resources well. There was also some good, clear board work with appropriate use of colour.

T28 Teachers gave encouraging, positive feedback but opportunities for correction or language development were missed.

T29 There was little evidence of evaluation by the teacher or the students themselves. Lesson plans contained no reference to evaluation, and there was no explicit focus on evaluation in the segments observed.

T30 Students were engaged in most lessons and the language used by the teacher was appropriate to the level of the learners.

**Classroom observation summary**

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory with the majority being satisfactory. Knowledge of the linguistic systems of English was generally adequate and teachers were able to adapt their language to the students' level. Classroom resources were used appropriately and there was some good board work. Techniques were generally satisfactory although correction was often insufficient and weaknesses were noted in the evaluation of learning. Most classes were engaged and the teachers promoted a positive learning environment.

**Teaching and learning summary**

The provision meets the section standard and exceeds it in some respects. Teachers are appropriately qualified and well supported by their academic management team. Programmes of learning are managed for the benefit of students with good systems in place for monitoring student progress. The teaching observed met the requirements of the Scheme. *Academic management* and *Learner management* are areas of strength.

## Welfare and student services

### Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" 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 There is generally good provision for the safety and security of staff and students. Full fire risk assessments have been carried out and are regularly updated. There are two evacuations each year and five members of staff have received fire marshal training. Entry to the building from the street is not directly controlled, except at break times when junior courses are taking place. Opening the front door sounds a buzzer which can be heard in the administration office, and from some places in the office there is a line of sight to the entrance lobby. However, the installation of a CCTV link from the lobby to the office would add a valuable extra layer of security.

W2 A hallmark of the school is the very close personal interest and involvement of staff in the welfare and wellbeing of the students. Longer-stay students have regular tutorials with a pastoral element. Information about pastoral care is on display and in the student handbook, and a quiet room for reflection and prayer is available.

W4 There is a comprehensive policy on dealing with abusive behaviour, but this is written in rather complex and inaccessible language. In practice, staff are sensitive to the need to take any abusive behaviour seriously and the welfare team are aware of the procedures to be followed and are readily available to help. Appropriate policies have been developed and relevant training has been undertaken to ensure that the school meets its Prevent duty.

W6 Transfers are arranged through an experienced local firm, all of whose drivers are DBS checked. For students making their own way to Plymouth, a range of travel options is set out on the website, complete with links for finding up-to-date times and prices. Students are explicitly invited to email for further information, when a completely personalised set of options is sent.

W7 Comprehensive advice is available to students through the student handbook, from information displays, and on request from the readily accessible welfare team.

### Accommodation profile

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

The majority of students are accommodated in homestays. In the summer, residential university accommodation is also available for over 18s, and accommodation can be booked in recommended and monitored hotels. Homestays for under 18s are separately managed and allocated, and all hosts are categorised on a three-point scale, according to feedback and facilities. Four homestays were visited, two with adult students (single rooms) and two with under 18s (shared rooms). The homestays varied considerably in terms of space, furnishing, and decoration but all the hosts were friendly, welcoming, and clearly interested in their guests.

### 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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"/>
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#### Comments

W9 The homestays visited offered the full range of facilities specified, except for three cases where there was no table or quiet work space available. In two instances, this related to under 18s on a short-term course where homework was not a feature of the course programme; however, students are entitled to expect some space to work if they wish to. In some cases, the amount of space in shared bedrooms was only just adequate.

W12 Accommodation registers are a work in progress in as much as only about 50 per cent of the records show explicitly that Gas Safety certificates and fire risk assessments have been checked. These are checked at re-inspection, and the current junior homestay accommodation officer has only been able to visit approximately half of the hosts on her register during her relatively brief time in post.

W14 A first-week questionnaire is completed by all students. At the time of inspection, this did not ask for information about the numbers of students staying in the homestay, but following an issue identified under W16 (below) a question to this effect has now been added.

#### 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" 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 It was reported by one of the students in the focus group that there were five students in his homestay. Investigation by the accommodation officer confirmed that the host had taken three students from another school on a last-minute, emergency basis for four nights. The issue here is not directly attributable to Mayflower College, though steps to identify and deal with any such problem in future have been taken (W14 above).

W17 It is clear in host rules that no more than four students are allowed in a homestay.

W18 In one of the hosts visited, three under 18s were sharing the same room. The group leaders had asked for the three students to be accommodated together with the same host, but had not explicitly asked for them to share the same room. The students appeared happy with the arrangements.

#### Accommodation: residential

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

#### Comments

W22 The residential accommodation was not inspected, but the arrangements were found to be satisfactory at the last inspection and are still in place.

#### Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Contact details and comprehensive individual support are provided to students wanting to make other arrangements for their accommodation.

## 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

W26 Information about local events is attractively displayed and adult students are encouraged to take part.  
W27 A comprehensive leisure programme is included in the course fees for junior courses and there are always back-up activities in case of poor weather.  
W28 An exemplary set of risk assessments for the whole range of on-site and off-site activities has been prepared, and these are regularly updated on the basis of feedback from the activity organisers.

## Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information, and leisure activities are met. The accommodation provided is suitable, and overall the management of the accommodation systems works to the benefit of students; some issues to do with the space available to junior students and with record keeping in relation to safety checks were identified. *Care of students* is an area of strength.

## Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

Students aged 16 and 17 are enrolled on adult courses, though the numbers are small. Closed groups of under 18s are accepted year round, and in the summer there is a large summer school for under 18s, both individuals and closed groups. At the time of the inspection there was a closed group of students from a German vocational school following a special programme; these students ranged from 14 to 18 years old.

C1 A comprehensive safeguarding policy is in place. At present the policy in its present form is given to staff and homestay hosts, but it is planned to produce more specific versions for different stakeholders.

C2 All staff follow basic awareness training, and hosts are given details of an online course. Comprehensive guidance is produced for hosts about their responsibilities in relation to under 18s. The designated safeguarding lead and the designated safeguarding person are both trained to appropriate levels, and close links have been established with the local authority safeguarding team.

C3 Publicity is very clear about the limits on the supervision of under 18s on adult courses, and the website has prominent links to the appropriate parental consent forms. However, in places these are written in complex and inaccessible English.

C4 Recruitment procedures are in line with safer recruitment requirements, with references taken up and logged for all appointments, including homestay hosts. DBS checks are in place for the main carers in all hosts working with under 18s, and a staged process is underway to extend this to all adults in the homestay.

C5 On-site security is provided by a staggered timetable for the junior programme and adult courses. Scenario training is provided for all teachers working with students on off-site activities, backed up by excellent risk

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assessments that are reviewed regularly. All activities are carefully planned and a well-stocked activities pack is provided with information about the participants and full details of the programme. Clear guidance is also provided for group leaders, and a daily meeting is held with them. A member of staff is the designated 'group leader' for individually-enrolled students.

C6 Under 18s are allowed off site during lunch breaks, but must sign out and in. For the summer junior programme a curfew of 21.00 is set for students aged 14 to16, with 16 and 17 year-olds having a curfew of 22.00. However, it was noted that the two 14 year-olds in the closed group studying at the time of the inspection were included in the general group curfew of 22.00.

C7 All under 18s are accommodated in homestay. Comprehensive guidance is provided for hosts, and it is clear to them how to act in an emergency. Support is available 24-hours a day through the school emergency phone.

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### **Care of under 18s summary**

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

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