

Organisation name	Meridian School of English, Plymouth
Inspection date	20–21 April 2017

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

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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in Management, R12, T10, and W11 have been addressed.

Summary statement

The British Council inspected and accredited Meridian School of English, Plymouth in April 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 for details).

This private language school offers courses in general and professional English for adults (16+).

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

Strengths were noted in the area of course design.

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

Organisation profile

Inspection history	Dates/details
First inspection	2008
Last full inspection	July 2013
Subsequent spot check (if applicable)	June 2014
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	Work placement, vocational training
Other related accredited schools/centres/affiliates	Meridian School, Portsmouth and seasonal multcentres
Other related non-accredited schools/centres/affiliates	Tellus Education Group has links to vocational training centres in Greece, France, Italy, Poland and Spain.

Private sector

Date of foundation	2006
Ownership	Name of company: Tellus Education Group Ltd Company number: 03029969
Other accreditation/inspection	N/a

Premises profile

Address of main site	Swarthmore Centre Mutley Plain Plymouth PL4 6LF
Details of any additional sites in use at the time of the inspection	N/a
Profile of sites visited	<p>The school occupies the three-storey Swarthmore Centre, which is on Mutley Plain, a busy road of shops and cafes, north of the station. The building is leased from the Religious Society of Friends. Some rooms are sub-let to the 'On Course' organisation to be used by classes of adult students in the afternoon. There is a reception area/office, off which there is a small area of soft seating, and a corridor containing computers for student use. There are 11 classrooms.</p> <p>There is a large meeting room, which contains a table tennis table, and table football. This can be set up with tables for students to eat their packed lunches, or used as a lecture theatre. There is a small study room where students can go out of class time, a quiet/prayer room, a 'resting' room for anyone feeling unwell, a conference room with projector and screen, a very large open-plan office for head office managers and staff, and a staff kitchen with some seating. There is also a large work room for the teachers and director of studies (DoS) when he is based in Plymouth; this also houses the academic resources. There is a garden in front of the building with seating, for student relaxation, and a small car park to the rear. The ground floor can be accessed by ramps but there is no lift to upper floors. A further part of the building is not accessible to students, and is currently awaiting refurbishment.</p>

Student profile	At inspection	In peak week: April (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	4	8
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	8	20
Full-time ELT (15+ hours per week) aged 16–17 years	0	4
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	8	24
Advertised minimum age	16	16
Actual minimum age	18+	16
Advertised maximum age	N/a	N/a
Actual maximum age	18+	16+
Typical age range	18–25	18–25
Typical length of stay	6–12 weeks	6–12 weeks
Predominant nationalities	Qatari	Qatari, German
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	8	10

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	1	4
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT 10–19 hours a week	0	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	2	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	1
Total	2

Comments

Director of studies (DoS) with TEFLQ is based in the Portsmouth school but visits Plymouth once a month and is in daily contact with the senior teacher in Plymouth by email. The senior teacher has a TEFLI qualification and teaches 15 hours a week.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0

TEFLI qualification	1
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	1

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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

16 and 17 year-olds are accepted on General English courses.

General English – 15 or 23 hours per week. At inspection all students attending school were enrolled on this course.

No junior courses are offered.

Accommodation profile

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

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	6	0
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	0	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	2	N/a
Overall totals adults/under 18s	8	0
Overall total adults + under 18s	8	

Introduction

The Meridian School of English, Plymouth is part of the Tellus Education Group, and is based in the same premises as the HO of the Tellus organisation. Tellus runs a range of educational and vocational training activities under its own name in this building, as well as in a number of locations in Europe.

The inspection of this school took place during the same week as the inspection, by the same inspectors, of the Meridian School of English in Portsmouth. Many areas of the management and operation of both schools are handled from the HO, including all areas of strategic management and policy making, marketing, enrolments, and human resources. The DoS, based in Portsmouth, is also the DoS of the Plymouth school.

The inspection took place over one and a half days. Meetings relevant to the work of both the Plymouth and the Portsmouth schools were held with the CEO of the Tellus Group, the human resources officer, and the sales order officer (in charge of enrolments). Meetings focused on the Plymouth school were held with the senior teacher, the accommodation officer, the receptionist/welfare officer, and the leisure activities officer. A brief meeting was also held with the teacher timetabled to teach during the inspection.

A focus group meeting was held with the students. The teacher and the senior teacher were observed by both inspectors, and one inspector visited three homestays.

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

Comments

M2 The management of the Plymouth school is closely integrated with that of the Tellus Education Group, the HO of which is based in premises shared by the school. All areas of strategic management and policy making, marketing, enrolments, human resources, student welfare, and accommodation are handled by HO teams, under the leadership of the CEO. Meridian school-specific management is limited to the academic area, where the on-site senior teacher works to the DoS, based in Portsmouth (see T4/T5). Because of the size of the structure, continuity and cover is assured as team members are in a position to cover for one another.

M3 Job descriptions are in place, but in all cases these date from the time of appointment and have not been updated to reflect changes in role and responsibilities. Even in the case of the recently appointed receptionist/welfare officer, significant additional responsibilities have been added to her role since appointment. Discussions with the human resources officer showed that plans are well advanced to reissue all job descriptions, and to maintain these as "live" documents.

M4 Communication within the school is effective, with excellent informal contact between the members of the tutorial team, and occasional, minuted teachers' meetings. There are monthly senior-management meetings in Plymouth, attended by the DoS from Portsmouth.

M7 Induction procedures for permanent staff involve a company briefing and orientation, supplemented by post-specific induction as required; induction for fixed-term or hourly-paid posts is largely post specific.

M8 No members of the management or staff are currently appraised, though post-observation feedback provides a chance for meetings with individual teachers. Discussions with the human resources officer showed that plans are well advanced to introduce appraisals for all post-holders, and that senior managers have received training in the use of the procedures.

M9 No professional development policy is in place for any staff or management.

Student administration

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

Comments

M12 Enrolments are handled by the central team. A meeting with the team leader showed that great care is taken to deal with each enrolment on an individual basis, and all information is recorded on a sophisticated bespoke information management system (TIM) accessible by relevant staff. Multi-lingual support is available to students and sponsors throughout the enrolment process.

M15 Information about conditions and procedures under which a student may be asked to leave the course is available in the terms and conditions, but is not highlighted or signposted in any other part of the publicity or the student 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 Monthly senior-management meetings provide the context for a regular review of systems, procedures, and activities.

M18 The small size of the school means that students interact closely with staff, so informal feedback is obtained on an almost daily basis. Long-stay students have four-weekly tutorials where feedback is sought, and all students complete an end-of stay questionnaire. Information from these is collated and reviewed.

M19 Feedback from teachers is collected through teachers' meetings.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 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 for publicity is the website. There is also a downloadable brochure and a social media presence. M22 This criterion is met but the website contains a lot of uncaptioned photographs, the locations of which may not be clear to readers.

M24 Most information required by this criterion is provided, but only limited information is provided about non-teaching days.

M25 The opening page of the website promises "free excursions". In fact, excursions described in the sample activities programmes on the website are chargeable. Information is also provided in the school on additional excursions organised by a third party, which are also chargeable. No indication of the cost is provided for any of the leisure activities described. Arrangements for deposits and refunds are set out in the terms and conditions, but are not signposted from the downloadable pricelist.

M26 There is some confusion about the proximity to the school of the homestay accommodation offered. The opening page of the website promises "Homestays within walking distance"; the accommodation page limits this by saying "We do our best to ensure that students are placed within walking distance of the school". The terms and conditions define "walking distance" as a 35-minute walk.

M27 The website has a weekly calendar of activities.

M29 Different versions of the Accreditation Scheme marquee are used on different documents. The version used throughout the website is not the current one.

Management summary

The provision meets the section standard. Overall, the management of the provision operates to the benefit of its students and in accordance with its publicity. However, the current arrangements in relation to job descriptions, monitoring of staff and continuing professional development are not satisfactory. There are also some easily remedied weaknesses in the publicity. There is a need for improvement in *Staff management*.

Resources and environment

Premises and facilities

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

R3 The classrooms are adequate in size and all have natural light. The classroom furniture is practical, and easily re-configured for different groupings.

R6 The staffroom is of a good size for the number of staff, and provides a comfortable environment for working and relaxation. There are workstations for all staff and lockers are available for storage. Resources are easily accessible and there are facilities for internet access and for printing. Tea and coffee-making facilities are provided.

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

Comments

R7 Students are loaned a copy of the coursebook, and may purchase a copy if they wish.

R9 All teachers are issued with a laptop, and seven classrooms have large-screen, wall-mounted monitors. All equipment is well maintained

R10 A small collection of graded readers may be borrowed, and there are ten computers for student use in a corridor on the ground floor. A small room on the third floor has two computers and three tables, and is available for quiet study. However, useful as they are for motivated students, these resources do not constitute an organised self-access centre and are not advertised as such.

R12 There was no evidence of procedures for the continuing review and development of teaching and learning resources.

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

Comments

T4 The TEFLQ DoS is based in Portsmouth and also oversees the academic management at the Plymouth school, visiting at least once a month and carrying out observations. He supervises the work of a TEFLI senior teacher, who manages the day-to-day academic administration of the school.

T5 A rationale was presented for the TEFLI senior teacher. The teacher concerned is on a part-time contract. The rationale set out 12 areas of responsibility for the senior teacher in addition to teaching a 15-hour per week timetable. Responsibilities range from testing and placement of new students, through holding tutorials with long-stay students, to upkeep of classrooms. Many of the duties are of an administrative nature and are appropriate to the position of a senior teacher; however, the large number of areas of responsibility, the lack of administrative support or on-the-spot guidance and monitoring, and the lack of time to carry out this role within a part-time contract with a substantial teaching commitment mean that the situation is not satisfactory for the long term. However, in the context of the low-level of student enrolment and teacher numbers at the time of the inspection, the rationale could be accepted. Any increase in students or teachers would make the situation untenable. It must be stressed that this is not a comment on the qualities of the person involved, but on the extent of the role she is being asked to play, and the limited resources made available to her in carrying it out.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 To assist with the deployment of teachers, staff submit a “teacher information form” identifying their personal areas of interest and expertise. This helps to match specific teachers with the needs profile of a specific group.

T9 Each week’s programme is self contained, and is based on discussion with the group of their needs and priorities each Monday. Programmes from previous weeks are available to newly arriving students.

T10 Feedback from observations is used to identify topics for CPD sessions, but it was reported that few sessions had actually been arranged. The senior teacher is available to provide informal help and guidance, but she has many other responsibilities and neither she nor any other members of the on-site teaching team are TEFLQ. Peer observations, which used to be a regular feature of the school, are no longer arranged.

T11 The DoS based in the Portsmouth school observes all teachers formally twice a year, with comprehensive written and oral feedback including action points; in addition there are unscheduled drop-in visits to classes.

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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

T14 On the basis of the discussions in class each Monday, an outline of the week’s work is posted in classrooms before classes each Tuesday. This identifies areas to be covered and intended learning outcomes for each block of teaching. Outlines are produced on a standard template and are written to be accessible to students.

T15 The outline (see above T14) contains a section where learning strategies to be practised during the week are identified. Posters showing tips and suggestions for helping to learn English inside and outside the classroom are displayed in classrooms and throughout the school.

T16 The welcome pack, which students receive on arrival, suggests ways of using the local environment to practise and develop language use. In addition, there are opportunities to use language outside class at the regular ‘culture club’ and ‘conversation club’, organised as part of the social programme.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 The school maintains an “overview of distance travelled” by all students enrolled for eight weeks or more. Tutorials are held every four weeks, and these are recorded on the individual learning plan relating to each student. Students requesting a move to a higher level are given a test referenced to the levels of the Common European Framework of Reference.

Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	General English: coursebook

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers demonstrated good awareness of language systems and structure, and provided clear models of both spoken and written language. Models were well contextualised and attention was drawn to specific features of the context that affected the choice of language.

T25 Activities were interesting and well structured, but there was often little focus on student outcomes. Lesson aims were often general, reflecting what the teacher planned to do rather than what the outcomes for the student were planned to be.

T26 There were very good examples of eliciting language from students, clear instructions, and, in some cases, good checking of understanding. Class discussion was well handled.

T27 Video and audio resources were well used, and there was good use of the classroom space to re-arrange furniture for different class sizes and different activities. The whiteboard was generally well used, with clear layout and effective use of colour.

T28 Many segments included useful feedback on pronunciation. Where appropriate, teachers held back from correction to encourage hesitant students to develop fluency.

T29 There was little evidence of actual or planned activities to evaluate student learning during phases of the lesson or the lesson as a whole.

T30 In almost all segments observed, there was an excellent rapport between students and the teacher, and students were fully engaged. Teacher language was well matched to the level of the students, and the learning atmosphere was positive and focused.

Classroom observation summary

The teaching observed met the requirements of the Scheme. All segments seen were either satisfactory or good. Teachers demonstrated good awareness of language systems and structure, and provided good models of both spoken and written language. The delivery of the lessons was appropriate for the learners, and was supported by effective use of the classroom environment and resources. Students received some useful feedback on their contributions to the class, but there was not enough focus on establishing, by the end of the class, how much learning had taken place. Students were fully engaged in all lessons observed, and there was a constructive and positive learning atmosphere.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications, but the provision of support to ensure that their teaching meets the needs of the students is not adequate. Programmes of learning are managed for the benefit of students. *Course design* is an area of strength. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	

W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 The HR manager is the health and safety lead. A premises risk assessment is in place. Entry to the premises is controlled by several measures: there is CCTV in the front of the building and in the main corridors, reception staff can monitor who is entering and visitors are required to sign in. Staff also have to sign in and out. There is a back entrance, which can be used only by staff who know the entry code. Fire drills are held at least every six months and there are fire evacuation procedures for anyone with a disability.

W2 All staff are committed to providing appropriate pastoral care. Students often turn initially to their teacher for help; they will then be referred to the welfare officer, who is a member of the reception team. The senior teacher is also available to support students. There is a quiet/prayer room and arrangements are made for religious observance.

W3 The welfare officer is made known to students during the welcome presentation.

W4 The formal Dignity at work policy and procedure includes a comprehensive section on bullying and harassment. The student handbook and the welcome pack contain simplified versions of the policy. An eye-catching poster with visual information about the policy for dealing with abusive behaviour is displayed on noticeboards. However, a few words in the handbook, the welcome pack and on the poster cannot be easily understood by students with a lower level of English.

W5 The 24-hour emergency number is printed on several documents that students receive before and after they arrive. The 24-hour emergency phone is shared on a rota by staff with separate holders in Plymouth and in Portsmouth.

W7 The student handbook, which is made available electronically to students before arrival, contains most of the necessary information and advice. This information is highlighted again during the welcome talk and additional information is included in the welcome pack. However, there is no information about procedures in the case of arrest by the police.

Accommodation profile

Comments on the accommodation seen by the inspectors

The inspector visited three homestays. There are 214 homestay providers on the register; they are used for ELT students and for work placement students.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The three homestays visited provided a good standard of accommodation and services. The hosts were experienced and showed an active interest in the welfare of the students.

W11 Homes are revisited at least every two years, but records checked by the inspectors showed that not all Gas Safe certificates were up to date.

W12 The database has up-to-date registers, including all the required records. The system identifies when re-inspections are due.

W14 Students are introduced to the accommodation officer during the welcome talk, and during their welcome tutorial with teachers they are asked if they are satisfied with their accommodation. Problems are dealt with promptly and action taken is recorded. End-of-course feedback is also obtained.

W15 Sample well-balanced, healthy menus are provided in the guidelines for homestay providers and students

reported that they enjoyed their meals.

Accommodation: homestay

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

Comments

W17 When hosts are first accepted, they are given a copy of the rules, and terms and conditions, which they sign to indicate their understanding and agreement. These are also repeated on each booking form they receive from the school.

Accommodation: residential

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

Comments

None.

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

Comments

W24 The student handbook, made available in advance, contains clear and detailed information, advice and warnings to those students wishing to make their own accommodation arrangements.

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 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 The welcome pack provides links to websites which give information about events in Plymouth. Information about activities and excursions is displayed on noticeboards and on the visual information display system. The monthly calendar is available in reception and on the website.

W27 The cultural co-ordinator responsible for leisure opportunities had left the school at short notice just before the inspection. At inspection, the work was being covered by a teacher (not teaching during the inspection), who had had previous experience of this role in the school and was able to organise the activities efficiently. Three staff act as activity leaders; they accompany students on excursions and some of the social events. A range of local social events are run every week. These include: orientation walks, film evenings, visits to local pubs and restaurants, and bowling. A 'culture club' and a 'conversation club' are held weekly as part of the social programme.

W28 Health and safety guidelines are given to staff in advance of an event. All students have to give their mobile

phone number to the activity leaders, who are given a school mobile phone on which to enter the numbers, and which has the numbers of key contacts in the case of an emergency. Venue-specific risk assessments are in place.

Welfare and student services summary

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

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

Students aged 16 and 17 are enrolled on adult courses; there are usually very few under 18s and at the time of the inspection there were none. Four under 18s are expected during the peak week (April).

C1 There is an appropriate and detailed safeguarding policy. The procedures are clear and there is a separate E-safety policy. The CEO of the Tellus group is the designated safeguarding lead (DSL) and the HR officer is the senior designated safeguarding person (SDSP). The DoS is the designated safeguarding person (DSP).

C2 All designated staff have advanced training. The full safeguarding policy is available to all staff; intranet links are given in staff handbooks and it is also displayed in the staff kitchen, teachers' room and reception, and is available on request. The guidelines for homestay providers contain safeguarding advice. Staff and homestay providers have received in-house training delivered by the SDSP or the DSP. Students are introduced to the policy during the welcome talk and the information is highlighted in the welcome pack in the sections dealing with the student code of conduct and rules for 16 and 17 year olds on adult courses.

C3 The safeguarding policy is on the school website and a description of the level of care is included in the downloadable student handbook. The parental consent form describes the degree of direct supervision by the school of students aged 16 and 17.

C4 Safer recruitment procedures are included in the safeguarding policy and are implemented by the HR department. Referees for homestay providers are asked about applicants' suitability for working with students under 18 and all adults resident in homestay premises have DBS checks.

C5 Students under 18 are not allowed to leave the school until their classes have finished. This information is given in the student handbook in the rules for under 18s section. Classes in which under 18s are attending are checked daily at 09.15. If they are not present the school will contact the student, the homestay host, or their embassy as appropriate.

C6 Students under 18 are given a set of rules which they must follow when participating in leisure activities outside the school. All activities are supervised on a minimum of a 1:15 ratio.

C7 Students under 18 are required to stay in homestay accommodation unless they have made arrangements to stay with family or friends. Written confirmation from parents of these arrangements is given at enrolment. Hosts are made aware, in writing, of what students may do outside the scheduled activity times and a sliding scale of curfew times is given in the student handbook and students are expected to contact their host if they are going to be late.

C8 Next of kin details are obtained for all students. At the time of the inspection parents/guardians had not been given a number to contact the school outside opening hours, but soon after the inspection the number was added to the parental consent form and this is no longer a point to be addressed.

Care of under 18s summary

The provision meets the section standard. Overall there is appropriate provision for the safeguarding of students aged 16 and 17 on adult courses within the school, and in leisure activities and accommodation provided for them. However, not all potential hosts of under 18s have been informed that all resident members of the household must have a DBS check. At the start of the inspection parents/guardians had not been given a telephone number to use

to contact the school outside opening hours, but this has now been added to the parental consent form and is no longer a point to be addressed.
