Inspection report

Organisation name	Meridian School of English, Portsmouth
Inspection date	18–19 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 *Declaration of legal and regulatory compliance*.	☒	☐
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.	☒	☐
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.	☒	☐
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.	☒	☐

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.	☐	☒	☐

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in Management, W1, and C4 have been addressed.

Summary statement

The British Council inspected and accredited Meridian School of English, Portsmouth 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+) and for closed groups of under 18s.

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

Strengths were noted in the areas of premises and facilities, academic management, and course design.

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

Organisation profile

Inspection history	Dates/details
First inspection	1983
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.
Other related accredited schools/centres/affiliates	Meridian School, Plymouth and seasonal multicentres
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	1979 and as part of Tellus Education Group since 2010
Ownership	Name of company: Tellus Education Group Ltd Company number: 03029969
Other accreditation/inspection	N/a

Premises profile

Address of main site	3rd Floor Portsmouth Guildhall Guildhall Square Portsmouth PO1 2AB
Details of any additional sites in use at the time of the inspection	N/a
Profile of sites visited*:*	The school occupies half of the top (third) floor of the Guildhall, which is in the city centre near to Portsmouth and Southsea rail station. There are eleven classrooms and at the time of the inspection one of these classrooms was being used as a student common room. There is a large office/reception area, a teachers' room, a small staff kitchen, and a quiet room used as a prayer room. On the ground floor of the Guildhall there is a café open to the public, where adult students can buy drinks and snacks during the breaks. The school has been in the Guildhall since July 2012.

Student profile	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	4	40
Full-time ELT (15+ hours per week) aged 16–17 years	1	10
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	**5**	**50**
Advertised minimum age	16	16
Actual minimum age	16	16
Advertised maximum age	N/a	N/a
Actual maximum age	18+	18+
Typical age range	18–25	18–25
Typical length of stay	6–12 weeks	6–12 weeks

Predominant nationalities	All different	Italian, Kuwaiti, Saudi
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	3	10

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	6
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT 10–19 hours a week	2	
Number teaching ELT under 10 hours a week	1	
Number of academic managers for eligible ELT courses	1	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)	0
Total	1
Comments	
The director of studies (DoS) has no scheduled teaching hours on general English courses, but covers in case of teacher absence and also teaches on Professional development courses.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	2
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	4
Comments	
None.	

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☒	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☒	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments

Students aged 16 and 17 are accepted on general English courses.
General English – 15 or 23 hours per week. At inspection all students attending the school were enrolled on this course.
Teacher development courses (open enrolment or closed group) are offered throughout the year.
No open-enrolment junior courses are offered, but short closed-group courses for under 18s are offered over the summer.

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	3	1
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
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	1	0
Overall totals adults/under 18s	4	1
Overall total adults + under 18s	5	

Introduction

The Meridian School of English, Portsmouth, has been part of the Tellus Education Group since January 2010. Tellus is based in Plymouth and is involved in a range of educational and vocational training activities in the UK and 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 Plymouth, which shares premises with the head offices (HO) of the Tellus Education Group. 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 in Portsmouth were held with the two management/

administrative staff based in Plymouth, namely the DoS and the accommodation, welfare and the social programme officer (henceforth referred to as 'welfare officer'). At HO in Plymouth, meetings to discuss the provision at Portsmouth were held with the CEO of the Tellus Education Group, the human resources officer, and the sales order officer (responsible for enrolments).

Focus group meetings were held with the teachers and the students. All four teachers were observed by both inspectors, and one inspector visited a homestay.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☒	☐
M3 Duties specified	☒	☐	N/a	☒	
M4 Communication channels	☐	☒	☐	☒	☐
M5 Human resources policies	☐	☒	☐	☐	
M6 Qualifications verified	☐	☒	N/a	☐	☐
M7 Induction procedures	☐	☒	☐	☒	
M8 Monitoring staff performance	☒	☐	☐	☒	
M9 Professional development	☒	☐	☐	☒	

Comments
M2 Within the Portsmouth school, the management structure is extremely simple; the DoS is responsible for all areas of the day-to-day operation of the school, apart from matters to do with accommodation/welfare/social programme, which are handled by a recently appointed welfare officer. She is line-managed and supported by the operations manager based at HO in Plymouth (on sick leave at the time of the inspection); the DoS reports to the director of language sales, based overseas. Because of the small size of the team in Portsmouth, arrangements to provide continuity in the absence of either member of the team are ad hoc and not clearly formalised. This is significant because the DoS also oversees academic management in the Plymouth school, and spends time there regularly.
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 welfare officer, significant additional responsibilities have been added to her role since appointment. Discussions with the human resources officer in Plymouth 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 all members of the tutorial and non-tutorial teams, and regular, minuted teachers' meetings. There are monthly senior-management meetings in Plymouth, attended by the DoS.
M7 Induction procedures for permanent staff involve a visit to HO in Plymouth for a company briefing and orientation, supplemented by local induction as required; induction for fixed-term or hourly-paid posts is carried out locally.
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 in Plymouth 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 at the Portsmouth school.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☐	☐	
M11 Information on course choice	☐	☒	☐	☐	
M12 Enrolment procedures	☐	☒	☒	☒	
M13 Contact details	☐	☒	☐	☐	
M14 Student attendance policy	☐	☒	☐	☐	
M15 Students asked to leave course	☐	☒	☐	☒	

Comments

M12 Enrolments are handled by the central team at the Plymouth school. 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 in both centres. Multilingual 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	☐	☒	N/a	☐	☐
M17 Continuing improvement	☐	☒	☐	☒	
M18 Student feedback and action	☐	☒	☐	☒	☐
M19 Staff feedback and action	☐	☒	☐	☒	
M20 Complaints and action	☐	☒	☐	☐	☐

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 passed to HO.
M19 Feedback from teachers is collected through the regular teachers' meetings.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☐	
M22 Realistic expectations	☐	☒	☐	☒	
M23 Course descriptions	☐	☒	☐	☐	
M24 Course information	☐	☒	N/a	☒	
M25 Costs	☒	☐	☐	☒	
M26 Accommodation	☐	☒	☐	☒	☐
M27 Leisure programme	☐	☒	☐	☒	☐
M28 Staff qualifications	☐	☒	N/a	☐	☐
M29 Accreditation	☐	☒	N/a	☒	☐

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 marque 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	☐	☒	☐	☐	
R2 Condition of premises	☐	☒	☐	☐	
R3 Classrooms and learning areas	☐	☒	☒	☒	
R4 Student relaxation areas and food	☐	☒	☒	☒	☐
R5 Signage and display	☐	☒	☒	☒	☐
R6 Staffroom(s)	☐	☒	☒	☒	☐

Comments

R3 The classrooms are spacious and all have good natural light. The classroom furniture is attractive and practical, easily re-configured for different groupings.

R4 A designated room is available for eating packed lunches. This is equipped with five computers and a small collection of graded readers that students can use during break times. In addition, there is a café on the ground floor of the Guildhall, open to the public and serving a good selection of hot and cold snacks. This is an excellent and popular facility, though only adult students are allowed to go there unsupervised.

R5 Signage and display throughout the school is of a very high standard, comprehensive and immaculately presented.

R6 The staffroom is of a good size for the number of staff, and provides a comfortable environment for working and relaxation. Imaginative use of the space provides workstations for all staff and lockers are available for storage. Resources are easily accessible and there are facilities for internet access and for printing. A dedicated staff kitchen is nearby.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	☐	☒	☐	☒	
R8 Resources for teachers	☐	☒	☐	☐	
R9 Educational technology	☐	☒	☐	☒	
R10 Self-access facilities	☐	☐	☐	☒	☒

Criteria	Not met	Met	Strength	See comments	N/a
R11 Library/self-access guidance	☐	☐	☐	☐	☒
R12 Review and development	☐	☒	☐	☒	

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 five classrooms have large-screen, wall-mounted monitors. All equipment is well maintained, though there are intermittent issues with the high-speed Wi-Fi.
R10 A small collection of graded readers may be borrowed, but there is no dedicated area for self-access or quiet study. Students are referred to the adjacent Portsmouth City Library for access to general interest resources.
R12 Reviewing resources is a regular agenda item at teachers' meetings.

Resources and environment summary

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

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☐	
T2 ELT/TESOL teacher qualifications	☐	☒	☐	☒	
T3 Rationales for teachers	☐	☐	N/a	☐	☒
T4 Profile of academic manager(s)	☐	☒	☐	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments

T2 Two of the four teachers working at the time of the inspection were TEFLQ. This is a good profile, but it was not clear that this proportion of TEFLQ teachers had been maintained at times of higher student recruitment, when additional teachers had been employed.
T4 The DoS also oversees the academic management at the Plymouth school. He does not have a scheduled teaching commitment on general English courses, but he does contribute to teacher development courses, which are a regular part of this school's provision.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☒	☐
T7 Timetabling	☐	☒	☐	☐	
T8 Cover for absent teachers	☐	☒	☐	☐	
T9 Continuous enrolment	☐	☒	☒	☒	☐
T10 Formalised support for teachers	☐	☒	☒	☒	☐
T11 Observation and monitoring	☐	☒	☒	☒	☐

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. Peer observations take place regularly. The DoS is available to provide informal help and guidance, and in his absence there are TEFLQ members of the teaching team ready to support their colleagues.
T11 All teachers are observed 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	☐	☒	☐	☐	
T13 Review of course design	☐	☒	☐	☐	
T14 Course outlines and outcomes	☐	☒	☒	☒	
T15 Study and learning strategies	☐	☒	☒	☒	
T16 Linguistic benefit from UK	☐	☒	☒	☒	

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 attractively 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	☐	☒	☐	☐	☐
T18 Monitoring students' progress	☐	☒	☒	☒	
T19 Examination guidance	☐	☒	☐	☐	☐
T20 Assessment criteria	☐	☒	☐	☐	☐
T21 Academic reports	☐	☒	☐	☐	
T22 Information on UK education	☐	☒	☐	☐	☐

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	4
Number of observations	8
Parts of programme(s) observed	General English: coursebook; skills

Comments

None

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☐	☐	
T24 Appropriate content	☐	☒	☒	☒	
T25 Learning outcomes	☐	☒	☐	☒	
T26 Teaching techniques	☐	☒	☐	☒	
T27 Classroom management	☐	☒	☐	☒	

	Not met	Met	Strength	See comments	
T28 Feedback to students	☐	☒	☐	☒	
T29 Evaluating student learning	☒	☐	☐	☒	
T30 Student engagement	☐	☒	☒	☒	

Comments

T24 A feature of all lesson segments observed was the care taken to provide material that was clearly relevant to the individual students' level, needs and cultural background, as shown in detailed student profiles.
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. Checking of vocabulary, however, too often simply took the form of 'What does x mean?'
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. Some instances were noted of teachers working with a one-to-one student as if they were working with a whole group.
T28 Many segments included useful feedback on pronunciation, but in some cases, there was little challenge to students to re-formulate or extend their contributions.
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 and was equally balanced between satisfactory and good. Lessons were well planned to meet the needs and backgrounds of the students, and incorporated a coherent sequence of activities. The delivery of the lessons was appropriate for the learners, and was generally supported by good 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, and are given good support to ensure that their teaching meets the needs of the students. Programmes of learning are well managed for the benefit of students. *Academic management* and *Course design* are areas 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	☒	☐	☐	☒	
W2 Pastoral care	☐	☒	☐	☒	
W3 Personal problems	☐	☒	☐	☒	
W4 Dealing with abusive behaviour	☐	☒	☐	☒	
W5 Emergency contact number	☐	☒	N/a	☒	☐
W6 Transport and transfers	☐	☒	☐	☐	☐
W7 Advice	☐	☒	☐	☒	
W8 Medical and dental treatment	☐	☒	N/a	☐	

Comments

W1 Risk assessments for the area of the premises used by Meridian have been carried out. Fire drills, which are held every six months, are conducted by the Guildhall Trust (GHT) and a record is kept of evacuation times.

Although not trained, the DoS acts as a fire warden for the school and checks the building and class registers. However, security checks on entry to the premises are not sufficiently rigorous; a member of the GHT staff is positioned at a desk by the entrance from the street on the ground floor, but visitors are not required to sign in, either there or on entry to the school which is on the top floor. The inspectors were informed that discussions are underway with the GHT with regards to ways of implementing stricter security checks.

W2 All staff are committed to providing appropriate pastoral care and students in the focus group said that if they needed advice or information they would talk to their teacher in the first instance. The newly appointed welfare officer is also available to support students. There is a quiet room available for religious observance.

W3 The named welfare officer meets students at the welcome talk and explains her role. Her photograph is displayed on noticeboards.

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. Two areas are not included: students are not given details of places of worship, instead they are directed to a website or can be advised by the welfare officer, and there is no information about procedures in the case of arrest by the police. Since the inspection, a poster giving details of places of worship has been produced and is displayed on noticeboards; this is no longer a point to be addressed.

Accommodation profile

Comments on the accommodation seen by the inspectors

There are about 120 homestay providers on the register; these are used for ELT and work placement students. The inspector visited one homestay.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☒	☐
W10 Accommodation inspected first	☐	☒	☐	☐	☐
W11 Accommodation re-inspected	☐	☒	☐	☐	☐
W12 Accommodation registers	☐	☒	☐	☒	☐
W13 Information in advance	☐	☒	☐	☐	☐
W14 Student feedback	☐	☒	☐	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☒	☐

Comments

W9 The homestay visited provided a good standard of accommodation and services. The host enjoys welcoming students into her home and takes a close interest in their welfare.

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

W14 Students are introduced to the welfare 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 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	☐	☒	N/a	☐	☐
W17 Rules, terms and conditions	☐	☒	☒	☒	☐

Criteria	Not met	Met	Strength	See comments	N/a
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☐	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐

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	☐	☐	☐	☐	☒
W23 Health	☐	☐	☐	☐	☒

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☐	☒	☐
W25 Other accommodation	☐	☐	N/a	☐	☒

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	☐	☒	☐	☒	
W27 Leisure programmes	☐	☒	☐	☒	☐
W28 Health and safety	☐	☒	☐	☒	☐
W29 Responsible person	☐	☒	☐	☐	☐

Comments

W26 The welcome pack provides links to websites which give information about events in Portsmouth. A monthly calendar of leisure activities is displayed in reception and is on the website. The calendar includes events organised by the school and weekly excursions provided by an external tour company. The welfare officer sends 'bulk' emails to students to remind them of upcoming events.

W27 The welfare officer has overall responsibility for the leisure programme. Three activity leaders work for the school on a part-time basis; they accompany students on excursions and attend 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, but there was no evidence that staff had read and understood them.

Welfare and student services summary

The provision meets the section standard. The needs of the students for 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. Security checks on entry to the premises are not sufficiently rigorous.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☐	☒	☐
C2 Guidance and training	☐	☒	☐	☒	☐
C3 Publicity	☐	☒	☐	☒	☐
C4 Recruitment procedures	☒	☐	N/a	☒	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☐	☒	☐
C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☐	☒	☐
C7 Accommodation	☐	☒	☐	☒	☐
C8 Contact arrangements	☒	☐	N/a	☒	☐

Comments

Students aged 16 or 17 are enrolled on adult courses. Apart from the summer there are usually only one or two under 18s enrolled. At the time of the inspection there was one student, and in the peak week (August) about ten are expected. Closed-group courses for under 18s are run during the summer; last year four courses were run with 20 students in each group.

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 in Portsmouth is the designated safeguarding person (DSP) and acts as deputy to his safeguarding colleagues in Plymouth when necessary.

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 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 young learners.

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 hosts have DBS checks. Although staff in the HR department are aware of the need for all adults resident in homestay premises to have DBS checks, the school welfare officer did not know that she should inform all hosts of this requirement and the required checks have not been carried out in all cases.

C5 Under 18s are not allowed to leave the school until their classes have finished, and they are not allowed to use the public café on the ground floor. Rules for under 18s are made clear in the student handbook. 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; 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 under the age of 18 within the school, and in leisure activities and accommodation provided to students aged 16 and 17 on adult courses. However, homestay providers have not been made aware that all 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.