

Organisation name	New College Group, Liverpool
Inspection date	17–19 October 2016

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 accreditation with a spot check in the first 18 months.

Summary statement

The British Council inspected and accredited New College Group, Liverpool in October 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 for details).

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

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, academic management, learner management, teaching, care of students and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	October 2015 (spot check for extension of Manchester school accreditation)
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited by extension
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	NCG (Manchester) Ltd
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	June 2015
Ownership	NCG (Liverpool) Ltd. (Company Number: 9617974)
Other accreditation/inspection	

Premises profile

Address of main site	Graeme House, Derby Square, Liverpool, Merseyside L2 7ZH
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 part of the ground floor of a large office building in a central area of the city. It has its own separate entrance at the side of the building which leads directly into a lobby area with a reception desk, seating and breakout area and a plasma screen display. A tablet for student use is positioned close to the reception desk. The school extends to either side of the central lobby, with five classrooms on one side. Beyond this, accessed with a swipe card, a kitchen for staff, a multi-faith room and toilets are shared with other occupants of the building. On the other side of the lobby, a corridor leads to two more classrooms, a teachers' room, the principal's office an administration office and a meeting room. In the area behind the central lobby, there is another classroom, a games room and a computer area with a library. In the summer, the school rented three rooms in the basement office space to serve as extra classrooms.

Student profile

	At inspection	In peak week: July (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	83	137
Full-time ELT (15+ hours per week) aged 16–17 years	2	46
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	85	183
Minimum age	16	16
Typical age range	16–40	16–40
Typical length of stay	2–24 weeks	2–6 weeks
Predominant nationalities	Saudi, Spanish, Kuwaiti	Saudi, Spanish, Omani, Italian

Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	56	108

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	12
Number teaching ELT under 10 hours/week	1	
Number teaching ELT 10–19 hours/week	3	
Number teaching ELT 20 hours and over/week	5	
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	0
Total	9

These figures exclude the academic manager(s)

Comments
Both academic managers have diploma-level ELT/TESOL qualifications. The cover teacher from the Manchester school is included in these figures.

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
Students aged 16 and 17 are enrolled on adult courses. All classes are general English, some with an IELTS focus. Occasional one-to-one classes are run, typically for general English, additional IELTS or other specialised subject support. 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	17	0
Private home	0	0
Home tuition	0	0
Residential	21	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
<i>Staying with own family</i>	0	2
<i>Staying in privately rented rooms/flats</i>	45	0
Overall totals adults/under 18s		
	83	2
Overall total adults + under 18s	85	

Introduction

New College Group Liverpool, known as NCG Liverpool, opened in September 2015 as an extension of NCG Manchester. As a result of a spot check carried out in October 2015, NCG Liverpool was accredited by extension. In May 2016, it applied for full accreditation as a separate school. The school was initially run by the Manchester school's principal, who returned to the Manchester school in late November 2015, leaving the acting principal to run the Liverpool school. He was confirmed as principal in May 2016. He is also the director of studies (DoS). An acting assistant director of studies (ADoS) was appointed in August with a view to her role becoming a permanent one in late October.

The managing director of the group is based in Manchester. The two schools share certain operations: the admissions and finance departments and some members of the sales and marketing department are based in Manchester. The HR officer is also based in Manchester but much of the HR for the Liverpool school is carried out by the Liverpool principal and operations manager. In all other areas, the Liverpool school has autonomy. The website is common to both schools.

The inspection lasted two half days and one full day. Inspectors met the principal, the acting ADoS, the operations manager, the deputy sales and marketing director and the accommodation officer. Two focus groups were held, one for teachers and one for students. All teachers were observed, including a cover teacher from the Manchester school. One inspector visited a student residence and 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 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 checked="" 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 checked="" 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 There is a very clear structure of management which includes roles that bridge both schools. Failsafe organograms make it very clear who provides cover for all posts. The school organogram, with photographs, is displayed in reception.

M3 Job descriptions are clear and comprehensive.

M4 There are effective channels of communication both within the school and between the two schools. Monthly senior management meetings take place in Manchester. Regular meetings of academic and administrative staff are very well minuted. Staff and students praised the friendly atmosphere and welcomed the fact that senior staff are always available. Face-to-face communication is always preferred to phone or email contact. Students are invited to attend certain improvement boards (see M17). Homestay host events take place at the school quarterly.

M5 Policies are clear, appropriate and easily accessible to staff and students. Although the human resources (HR) officer is based in Manchester, the Liverpool operations manager and the principal are, between them responsible for the implementation of HR policies within the school. Recruitment procedures are appropriate and staff involved in recruiting are well trained. The welfare of staff is the focus of the recently introduced staff welfare meetings.

M6 Staff qualifications and experience are thoroughly investigated and staff files are kept in very good order, with all necessary documents included.

M7 There is a very thorough induction procedure with a comprehensive checklist. Staff commented that they found their inductions very helpful. Structured handovers are organised when possible and new staff and teachers are mentored by the more experienced members of the team.

M8 All staff have annual appraisals, all aspects of which are organised and carried out in a professional manner with the focus very much on the development of staff. These involve ratings by both appraiser and appraisee, targets with dates (with meetings close to that date to check progress) and action plans. Six-monthly performance reviews with 360 degree appraisals are currently being trialled. The measures for helping staff whose performance is less than satisfactory are clearly set out. They lead ultimately to a capability procedure.

M9 The school's continuous professional development (CPD) programme is informed by the training and development needs identified during the appraisal procedure and by the member of staff's own wishes as outlined in the recently introduced individual training plans. CPD embraces all members of staff and includes health and safety and safeguarding. Of particular note is the training in digital technology provided by the school's digital champion.

Student administration

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

Comments

M10 The administrative team, headed by the operations manager, provide advice and guidance to students with two members of staff on reception at most times of day. There are clear cover arrangements. Staff are always helpful

and welcoming and students commented favourably on their friendliness and approachability. Staff are able to retrieve information from the school's IT package with ease.

M12 The majority of enrolments are carried out in the Manchester school

M13 Students' details are carefully entered onto the database. Incomplete information is followed up immediately and every two months forms are given to all students to update any of the personal details held by the school. The database is accessible remotely to whoever is holding the emergency phone.

M14 There are clear and comprehensive policies and procedures regarding attendance and lateness, with separate, appropriate measures for under 18s. Careful records are kept, including attendance trackers, and the operations manager conducts regular analyses of attendance. Students and staff are very aware of these procedures and attendance levels are good.

M15 Staff and student handbooks provide information about the conditions and procedures under which a student may be asked to leave the school.

Quality assurance

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

Comments

M16 Although the school had not undergone a full inspection before, the spot check that took place in October 2015 resulted in two action points, both of which had been satisfactorily addressed.

M17 All systems, processes and practices are reviewed at regular intervals. Improvement boards involve staff (and, in some cases, students) meeting monthly to look at such areas as admissions, attendance, accommodation, academic matters and safeguarding. Accountability meetings provide heads of departments with opportunities to list strengths, needs and weaknesses, with self-evaluations completed beforehand in preparation for the meetings. There are weekly and monthly quality assurance updates on all areas – for example, class folders, weekly plans, health and safety and safeguarding. The principal has recently completed a comprehensive self-evaluation of the school's first year.

M18 Students complete a first-day accommodation questionnaire, as well as first-week and end-of-course feedback forms. There are monthly student councils. All feedback is analysed and trackers provide detailed records of any action taken. Results of the analyses lead to action plans.

M19 All staff completed a questionnaire in May 2016. Departing staff have exit interviews with the principal. The new staff welfare meetings (see M5) offer staff the opportunity to provide feedback.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school's main publicity is the website, which has specific information about the Manchester and the Liverpool schools. It also has links to social media sites and a brochure which can be downloaded.

M21 Most publicity is written in clear and accurate English. Occasional errors were corrected during the inspection.

M23 Course descriptions are clear and include objectives and levels. A complication in accessing these descriptions was simplified during the inspection so as to make access more straightforward.

M28 An inaccurate claim in the printed brochure that 'at least 50% of our teachers are DELTA qualified and have MSc qualifications' was corrected in the downloadable brochure during the inspection.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of its students and in accordance with its publicity. The management structure is clear, student administration processes are thorough and executed with efficiency and there are systematic procedures in place to collect, record and follow up feedback and to review current processes and systems. *Staff management, Student administration and Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

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

Comments

R1 The purpose-built premises offer a very comfortable environment for staff and students. There is ample space for students outside class time with adequate seating in and around the learning resource centre. Office space and reception are spacious and both have suitable storage space.

R2 The interior of the school is bright, colourful and very well maintained. Both decoration and cleanliness are of a high standard.

R3 All classrooms are well lit and free from extraneous noise. There are glass walls between the classrooms and corridors, allowing more light to enter and giving a sense of space. Classrooms are furnished in such a way that students can see, hear and write in comfort. Heating and air-conditioning are centrally controlled for the whole office block and this can lead to delays in changing the temperature of classrooms. Three entirely suitable extra classrooms in the basement were used during the summer.

R4 The games room has table football, a play station and other games. Other areas have soft seating to encourage group socialising. A vending machine provides snacks and drinks and there are many local food outlets and cafés on the doorstep.

R5 The general noticeboards display well-organised and very useful information as well as students' work. The signage is original, attractive and functional. Coloured arrows assist with directions around the premises.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Met but there are not always enough spare copies of coursebooks for short-stay students to borrow.

R8 Teachers expressed satisfaction with both print and digital resources.

R9 There are interactive whiteboards (IWBs) in nearly every classroom. One technology-based classroom, the

technohub, contains three very large tablet computers, designed for collaborative group work. Teachers benefit from an individualised and group training programme in the use of both IWBs and the technohub. It was evident that teachers are able to use both with confidence and creativity. There is one computer room with 12 computers for class or individual use. All the technical equipment is maintained by an external company. One member of staff, well-qualified in educational technology, is responsible for delivering the training programmes.

R10 Students can use the computers in the computer room to log onto the virtual learning environment (VLE) portal for self-study. The learning resource centre is always available and has a soft seating area for reading. The computer room is also available when not booked out for a class. The guided e-learning platform contains self-study content both for general English at all levels and for exam practice and support.

R11 Students receive guidance in the use of the self-study portal at both the pastoral and academic inductions.

R12 Students provide regular feedback on coursebooks, while teachers can discuss teaching and learning materials at teachers' meetings. New skills books were purchased recently in response to teachers' feedback on the middle-of-the-day skills classes.

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 provider, and offer an appropriate professional environment for staff. The purpose-designed interior offers students and staff bright and functional spaces for both studying and relaxing. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

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

Comments

T1 The rationale provided for the one teacher who did not have a Level 6 qualification was accepted because of his wide-ranging and relevant teaching and life experience.

T4 Both members of the academic management team are suitably qualified and experienced.

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 type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T7 Timetabling classrooms is made easier by the fact that all classrooms, with one exception, can take the maximum number of students. When student numbers increase in the summer, the school rents extra space downstairs to ensure that all students can have morning classes, which is the preferred option for most students rather than afternoon classes.

T8 Classes are never merged. Cover teachers are taken from existing staff, a small pool of local teachers and from the Manchester school. When an absence is planned, the teacher needing cover plans at least the first day's lessons and invariably talks to the cover teacher.

T9 Revising and recycling is an integral part of each week's timetable so that new students are soon familiar with recent work. Progress tests take place each Monday which means that students who arrived the previous Monday

have an early test. New students enter class on Tuesdays and do not buy a coursebook until the teacher is confident that the student is at the correct level.

T10 Teachers are often involved in delivering individual sessions of the CPD programme. Teachers keep their own portfolios (known as training plans), which include self-reflection, action research and associated reading. CPD is linked to observation. Teachers expressed appreciation of the support and guidance offered by the academic managers.

T11 New teachers are observed within their first few weeks. All teachers have two formal observations a year, with written and oral feedback and grades, followed by an action plan agreed between the teacher and the observer. An academic appraisal tracker records all observations and their outcomes. Teachers were very positive about their observations and the ways in which observations, appraisals and the CPD programme are linked.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

T12 The morning classes' course design is provided by the coursebook, supplemented by can-do statements for teachers' guidance. The skills classes are based on weekly topics with all four skills and vocabulary development covered each week. However, these classes lack a coherent, written course structure to help less experienced teachers plan their classes.

T13 Review of course design takes account of student and teacher feedback. A regular focus is coursebook choice. At the time of the inspection the academic managers and teachers were in the middle of a review of the design of the skills classes.

T14 No written course outlines for the skills classes, with intended learning outcomes, are provided for students. The coursebook provides the course outline for the morning classes but not all students have the book, particularly short-stay students.

T15 The coursebooks used contain study and learning strategies. Students are guided to access the many and varied exercise types, quizzes and games on the VLE in order to develop their learning outside the classroom. The access to the portal continues for three months after their course has finished.

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 type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T17 Members of staff conducting the placement test use a range of levelled questions when testing speaking and listening and a selection of writing tasks, all designed to match the level of the student being tested.

T18 Weekly, mid-course and end-of-coursebook tests (the latter two taken from coursebooks) enable staff and students to evaluate progress. Teachers keep records of both individual and whole-class progress. Tutorials take place every four or five weeks with records kept on the VLE portal. Targets are set at each tutorial.

T21 Students are given regular progress reports with grades for all four skills, for fluency and accuracy, for attitude, effort and homework. Reports also include a carefully written account of progress and a description of areas for development. The same attention to detail is shown in the end-of-course reports.

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	Morning general English classes, including one with an IELTS focus, and skills classes.
Comments	
One teacher who was observed on the first day of the inspection was absent the next day – a planned absence – and a cover teacher from the Manchester school was observed.	

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 a generally sound knowledge of grammatical and lexical systems but there was less evidence of knowledge of the phonological system, particularly in the area of word stress. Teachers invariably provided accurate models of spoken and written English.

T24 Class profiles revealed how well teachers knew their students. Lesson plans included opportunities for differentiation. The anticipated problems listed in plans showed the extent to which teachers had taken account of the learning needs and cultural backgrounds of individual students.

T25 Generally well-expressed outcomes were always written on the whiteboard. Coherence in the main classes was provided by the coursebook, while in the skills classes it was provided by topic.

T26 A range of relevant techniques was used in most lessons, including concept checking, elicitation, nomination and information gap activities. Vocabulary teaching and explanation was carried out well in the best cases but less effectively in other cases, particularly where teachers failed to provide students with opportunities to practise new lexis.

T27 Nearly all of the teachers used the IWB imaginatively and confidently. The whiteboard was also used well in most cases. Creative use was also made of students' mobile devices. Students were often encouraged to move around the classroom – for example, to consult notes pinned up in different parts of the classroom – and teachers often re-arranged classroom furniture to suit different activities.

T28 Teachers monitored students' language during activities but were inconsistent in providing feedback on error. At times, teachers corrected effectively in the flow of the lesson but opportunities to correct were often missed.

T29 The sequence of activities in all plans, particularly those based around a coursebook unit, provided tasks that evaluated whether learning was taking place.

T30 Teachers' language was always well pitched to suit the level of the class. Their voice, manner and eye contact contributed significantly to the creation of the positive learning atmosphere that was common to all classes. Other contributory factors were thoughtful pairing and grouping, nomination, pacing and clear instructions.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The segments seen ranged from excellent to satisfactory and the majority were good. Lessons were generally well planned, with suitable attention paid to individual and class needs and backgrounds. A range of appropriate techniques was seen, although vocabulary teaching was not always carried out effectively. The classroom environment was well used and the IWB was handled professionally and with confidence. Students generally received appropriate and helpful feedback although at times opportunities to correct error were missed. In all cases, lessons took place in a very positive atmosphere and teachers managed learning activities effectively.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given very good support by their academic managers. Programmes of learning are well managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Academic management, Learner management, and Teaching* 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 Due consideration is given to the safety and security of students on the premises and risks have been carefully assessed. Entrance from the street to the school is by key pad and internal entry from other parts of the building is through a door which requires a swipe card. There are CCTV cameras at both access points and throughout the building. The toilets are located just outside the internal entrance to the school and are shared with businesses located in other parts of the building. There are very effective measures in place to address the identified risks, particularly with regard to students aged under 18 visiting the toilets outside break times.

W2 There is a caring attitude throughout the school, which was reflected in comments made by students. The separate pastoral induction on day one covers all non-academic issues and there is good liaison between academic and administrative staff regarding students with special education needs. Specific guidance is given to hosts and staff regarding special needs arising from students' cultural or religious backgrounds. The multi-faith room is available throughout the day.

W3 The named welfare officer (WO) is very well known to students, who reported that they would invariably go to see her with any personal problems. The WO leads the pastoral induction and there are photographs of her on noticeboards and in the handbook. Staff reported that they would refer students to her.

W4 There is an abusive behaviour policy and procedures for dealing with it or any behaviour that might lead to extremist radicalisation. This information is presented to students on posters, which make good use of visuals, but the language used would not be accessible to students with a lower level of English.

W7 Students receive clear and useful information during their pastoral induction and information is also presented in handbooks. There are numerous posters throughout the school which help to reinforce the advice and information.

Accommodation profile

Comments on the accommodation seen by the inspectors

Three homestays and one residence were visited during the inspection. The homestays were all a 40–50 minute bus journey from the school. The hosts were all very experienced in hosting international students and they offered the students a welcoming home atmosphere. The residence was a 20-minute walk from the school and staff there actively encouraged social interaction between the NCG students and other students, generally from the university, by arranging various social events in the residence.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>

Comments

W10 One of the homestay hosts, who has experience of visiting and assessing homestays for another company, is employed on a freelance basis to make the initial visits to potential homestay hosts. The accommodation officer re-visits ten percent of these for monitoring purposes. There is a comprehensive checklist for all the required facilities, risk assessments and checks. Any residences used are required to submit full risk assessments and the school uses these to draw up their own versions.

W11 No re-visits are due yet.

W12 Records of visits and items checked on the visit checklist are up to date. The policy of the school is that the Gas Safe certificate is seen during the homestay visit and a copy of the original certificate is kept on file. Homestays are informed that if the school does not have an up-to-date copy on file, students will not be placed with them. However, in some cases students had been placed in homestays where the certificate had been seen during the visit, but the school did not have an up-to-date copy on file.

W14 Students complete a quick accommodation feedback form on day one and a more comprehensive one at the end of the course. Any actions taken are recorded.

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 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 All the rules and requirements are made clear in very useful hosting guidelines.

Accommodation: residential

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

Comments

W22 The shared kitchen areas and other communal areas are cleaned on a daily basis. Students are responsible for cleaning their own rooms.

W23 Residential and security staff, and the student representatives are all trained first aiders. At the time of the inspection one of the student representatives was a GP.

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 There is a very useful guide with practical advice to help students find and manage their own accommodation. Students are not specifically advised about the possible loss of contact with speakers of English outside classroom hours.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Students are kept very well informed about events and opportunities outside the school and they are offered assistance in making arrangements for these and in booking tickets. A local company provides weekend trips and excursions. The social programme arranged by the school is well attended and popular. The activities are promoted in class and generally have a high social content. Most of the activities on the social programme are suitable for under 18s.

W27 The social programme is well organised on a weekly basis according to both the student profile at the time and student requests. Feedback from the student council is also considered. Teachers are paid to accompany the students on activities.

W28 Activities are assessed for risks according to the group of students attending. The assessments are very thorough and the accompanying staff are briefed before the activity, reminded of emergency procedures and issued with an activity bag containing the risk assessment, students' contact details, a first aid kit, the emergency phone and a guidance document for students.

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 and leisure activities are very well met. There is a caring atmosphere throughout the school and the students appreciate this and the lively social programme. The accommodation provided is suitable and the management of the accommodation systems works to the benefit of students. *Care of students* and *Leisure opportunities* are areas 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 checked="" 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 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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

There were two students aged under 18 in the school at the time of the inspection. The number of 16 and 17 year-olds reached 46 during the peak week in July. The number outside the summer is generally between one and four at any one time. Under 18s are always accommodated in homestays when the accommodation is arranged by the school rather than by the parents or guardians.

C1 There is a comprehensive safeguarding policy, which specifies procedures to ensure the safety and well-being of all students under the age of 18. The safeguarding policy and procedures are reviewed at the quarterly meetings of the safeguarding improvement board. The principal is the named designated safeguarding officer and he, the acting ADoS and the operations manager have all undertaken specialist safeguarding training and safer recruitment training.

C2 The school has developed its own online training programme to provide all staff with a basic awareness of

safeguarding. All staff are required to undertake this training and, as part of their induction, are shown the safeguarding policy. Homestay hosts are given the safeguarding policy and helpful guidelines for hosting under 18s. During events organised by the school for homestay providers, hosts are given specific training in safeguarding. Group leaders and all third party providers, such as taxi and excursion companies, are given the safeguarding policy and a link to the school's online training programme.

C4 Safer recruitment procedures are effectively in place for all staff. Potential homestay providers are required to provide the name and contact details of two referees and references are taken up. Currently, only the main carer is required to have a suitability check. The school is aware of the need for all adults in the household to be checked.

C5 There are special procedures in place to follow up any absences or lateness to class. Leisure programme activities are risk assessed for the specific group and measures put in place to minimise any risks associated with under 18s being part of the group. If the activity is not suitable for under 18s, this is clearly stated on notices.

C6 Students aged under 18 are given a separate student handbook which contains advice and the rules. The curfew time of 22.00 is made clear to students and homestay hosts. The parental consent form makes all the rules clear.

C7 If the parents or guardians do not make arrangements for their child's accommodation, the school arranges accommodation for them in a homestay. Although it is clear in publicity and the confirmation documents that homestays do not provide lunches, this is not included in the parental consent form.

C8 Emergency contact details have to be given on the parental consent form pre-arrival.

Care of under 18s summary

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 any leisure activities or accommodation provided. The safeguarding policy and procedures are regularly reviewed and the well-trained safeguarding team ensures that all adults in contact with under 18s are aware of the policy and receive appropriate guidance and training.
