

Organisation name	New College Group Manchester
Inspection date	14–16 June 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 continued accreditation.

Summary statement

The British Council inspected and accredited New College Group Manchester in June 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 and professional English for adults (16+) and vacation courses for under 18s.

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

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

Organisation profile

Inspection history	Dates/details
First inspection	September 2011
Last full inspection	August 2012
Subsequent spot check (if applicable)	January 2014 (routine spot check); August 2014 (new junior provision); July 2015 (new premises – no longer in use); November 2015 (new premises)
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	June 2015
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	External pre-service teaching test
Other related accredited schools/centres/affiliates	NCG (Liverpool) Ltd (first inspection scheduled for October 2016) is considered an extension site for Accreditation UK purposes
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2010
Ownership	NCG (Manchester) Ltd. Company number: 73071712
Other accreditation/inspection	ISI

Premises profile

Address of main site	9 Portland Street (entrance on Aytoun Street), Manchester M1 3BE
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	NCG Junior Summer School, University of Salford To run 10 July to 14 August 2016 Six classrooms and residential accommodation for up to 72 students.
Profile of sites visited	Year-round school The premises occupy part of a recently renovated office block in the centre of Manchester. The school has its own entrance. The entrance opens into a large foyer with seating, reception desk and pool table. Leading off the foyer are administrative and finance offices. Stairs lead to the first floor where the teachers' room, principal's office and managing director's offices are located. The international education consultancy also has offices on this floor. There are classrooms and a computer room on this floor. The remainder of the 18 classrooms, a further computer room and a technology classroom are located on the second floor. There are different breakout areas and a student room spread over the first and second floors. Toilets are shared with the other offices.

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	194	275
Full-time ELT (15+ hours per week) aged 16–17 years	5	50
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	199	325
Minimum age	16	16
Typical age range	16–30	16–28
Typical length of stay	4–36 weeks	2–8 weeks

Predominant nationalities	Saudi Arabian, Korean, Kuwaiti	Spanish, Italian, Saudi Arabian
Number on PBS Tier 4 General student visas	4	8
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	147	195

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	18	28
Number teaching ELT under 10 hours/week	1	
Number teaching ELT 10–19 hours/week	0	
Number teaching ELT 20 hours and over/week	17	
Total number of administrative/ancillary staff	11	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	4
Certificate-level ELT/TESOL qualification (TEFLI)	14
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	18

These figures exclude the academic manager.

Comments
None.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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
<p>General English, IELTS Preparation, English for Construction, Business English, HR/Management</p> <p>a) 16–17 year-olds are enrolled on adult courses</p> <p>b) At the time of the inspection 15 general English main classes and 4 IELTS preparation classes. Construction and HR/Management have been run for closed groups in the last 12 months.</p> <p>c) Occasional one-to-one classes, typically for general English, additional IELTS or other specialised subject support.</p> <p>d) Junior courses in a Summer School for 12–17 year-olds July/August.</p>

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	28	2
Private home	0	0
Home tuition	0	0
Residential	16	N/a
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	3
Staying in privately rented rooms/flats	150	0
Overall totals adults/under 18s		
	194	5
Overall total adults + under 18s	199	

Introduction

New College Manchester was registered as a limited company in July 2010 and is owned by the managing director (MD). The school moved to its current premises in September 2015 enabling single site occupancy with capacity for over 500 students. The company also changed its name to NCG (Manchester) Ltd to take into account the addition of a new school located in Liverpool, which also opened in September 2015 and is seeking separate accreditation. The MD also owns an international education consultancy, which is located in the same premises.

General English classes cover complete beginner to advanced levels. There are also IELTS and Business English classes. Students follow a morning or afternoon course and can take additional skills classes. Specialist corporate training courses are offered for groups.

Junior summer courses have run for the last three years in various different premises in the centre of Manchester. This summer, classrooms and residential accommodation have been booked at the University of Salford. Inspectors met the centre manager, who is a senior teacher in the adult school. A director of studies (DoS) has been appointed and was due to arrive a few days after the inspection. Inspectors were able to view much of the documentation that had been prepared for the summer school. The centre manager has attended an external training course on running a summer school and has been assisted in the preparations by a consultant who is very experienced in running junior summer courses for another accredited centre.

The inspection lasted three full days. Inspectors met the managing director (MD), the principal, the DoS and assistant DoS (ADoS), the operations manager, the finance director, the welfare and accommodation officer, the sales and marketing director, the admissions manager, the student support officer, the human resources officer, the social activities' co-ordinator, the e-learning trainer and the compliance officer. All teachers were observed. Two focus group meetings were held with students and two with teachers. One inspector visited one homestay and a residence, and had phone calls with two other 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The owner/MD is responsible for the strategic planning of the group and plays an active role in marketing. A new principal, who had previously been principal at the Liverpool school, was appointed in November last year. The principal is responsible for the day-to-day running of the school, supported by the senior management team. There are very clear organograms which present both the overall management structure of the organisation as well as the management structures of the different departments. These are presented with photographs on noticeboards and in handbooks. There are separate "failsafe" organograms showing the cover arrangements for each role.

M4 There are weekly meetings between the MD and the principals of both schools. Staff and managers from the two schools communicate regularly. Within the school, senior management meetings are held once a month and team meetings once a week. All the meetings have an agenda and are minuted. Improvement boards have recently been set up to look at different issues within the school and these are formed of staff and managers from across the departments. Cross-departmental staff welfare groups have recently been set up to provide a further way to improve communications between staff and staff and management.

M5 There is a human resources officer based in the school and advice is sought from an external company as necessary. The policies are clear and presented to staff in handbooks.

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 an annual appraisal and performance management reviews have recently been introduced. There are clear procedures for handling unsatisfactory performance.

M9 There a good record of continuing professional development across all the departments and a budget available for external training. Two teachers have recently been funded to follow a diploma-level course and the DoS was funded to do a management course.

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 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 type="checkbox"/>	

Comments

M10 The administrative team, headed by the operations manager, share a large office and while each role has its own tasks, there are clear cover arrangements and support among the team. At busy times, the reception officer, assisted by another member of the team, advise or assist students or direct them to the correct staff member. Staff are always helpful and welcoming.

M13 Students' details are carefully entered onto the database. Incomplete information is followed up immediately and every two months forms go out to all students to update any of the data 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. Careful

records are kept. Students and staff are very aware of these procedures and attendance levels are good. Face-to-face meetings are arranged with students who have not been attending, or are persistently late, in order to look at the causes.

Quality assurance

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

Comments

M17 The school has been reviewing systems, processes and practices across the board. Much of this has been in response to recent inspections, but there is also an evident drive throughout the school to review, develop and improve procedures. There is considerable evidence of the results of this process and while many of the policies and procedures now in place are very new, they have clearly been accepted and are beginning to become embedded.

M18 Students complete an initial quick response form in the first few days and at the end of their first week they are supervised while completing an online questionnaire which is on their individual virtual learning environment (VLE). Any actions that are taken as a result of this feedback are recorded. Students also complete an end-of-course questionnaire. The results of all questionnaires are analysed and the data is presented in reports, action plans are drawn up and actions recorded. Further opportunities for students to give feedback are available through regular student focus groups and also a suggestion box.

M19 Staff complete questionnaires periodically and can also give feedback in focus groups. The staff welfare groups provide a further way for staff to make suggestions. Staff felt that their feedback is always considered and that they are kept informed about the progress of any actions taken.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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.

M22 The descriptions given are clear and realistic. A 360 degree virtual tour is available on the website. Students stated that their expectations were met and were also exceeded in some cases.

M25 The costs of the social programme and examinations were not given, but this was addressed 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 Considerable thought has been given to the design of the interior areas. The different communal areas offer a range of functions. There is a variety of different spaces for students outside class time and offices are spacious and well organised. The premises offer a very comfortable environment for students and staff.

R2 The premises have been decorated and furnished to a very high standard. Many of the walls are covered in works by a local artist. The building is kept extremely clean by domestic staff who are present throughout the afternoon. The interior is bright, colourful and well maintained.

R3 The classrooms are light and have adjustable heating and air conditioning systems. There are glass walls between the classrooms and corridors, allowing more light to enter and giving a sense of space. They are furnished to allow for flexibility of layout.

R4 There are breakout areas and rooms for students to relax throughout the building. The lobby area has a pool table and the student room has a play station and other games. Other areas have soft seating to encourage group socialising. Vending machines are on order, but because of the school's central location, students are very happy to go out to the many local food outlets and cafés which are just on the doorstep.

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

R6 The teachers' room is adequate in size for the number of teachers present at the time of the inspection. However, it was reported that when there are more teachers the room can be noisy and lacking space. There is a staff kitchen, used by teaching and administrative staff, with tables and seating for a limited number.

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 type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	

Comments

R9 There are interactive white boards (IWBs) in every classroom. One technology-based classroom, the technohub, contains three very large tablet computers, designed for collaborative group work. Teachers receive 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 a learning resource centre with 14 computers for individual use and a computer room with 18 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 any of the computers in either the learning resource centre, the computer room or the reception area to log onto the VLE portal for self study. The learning resource centre is always available and, as well as computers, also 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. A training session is scheduled for all new students to ensure they are familiar with how to use this learning platform.

R11 As part of their first week induction, all students receive a programme of training in the use of the VLE. There

are also booklets with clear, illustrated guidance.

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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T4 The DoS is supported by an ADoS and two senior teachers (STs). The DoS, ADoS and one of the STs are suitably qualified and experienced. One ST does not hold a diploma-level qualification, but is well supported by the other members of the team. This ST has been appointed centre manager (CM) of the summer school and a qualified DoS has been recruited. The academic management team have clear roles and responsibilities. One of the permanent teachers, who is diploma qualified, has responsibility for the educational technology training

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

Comments

T8 There are part-time teachers on standby to provide cover, and in addition either full-time teachers who are not scheduled to teach or a member of the academic management team are generally available to cover at short notice.
T9 Continuing students are given review tests on a Monday so that the weekly lesson plans start on a Tuesday when the new students join the class. New students have a very full induction as well as their placement test, and they are given individual guidance about their course and introduced to their coursebook.

T10 There are quarterly in-house training sessions for teachers and these are scheduled so that both morning and afternoon teachers can attend. External speakers are invited to deliver sessions covering topics of interest. Recent ones have covered pronunciation and special educational needs. There are also allocated times during the monthly staff meetings for workshops and exchanging of ideas. The digital training is delivered systematically on an individual and small group basis. Currently peer observations can be arranged when requested by teachers, but it is planned to formalise the arrangements for these.

T11 New teachers are observed initially and after that the policy is that all teachers are observed annually. However, records of some observations are missing and currently, although suggestions are given at the end of observations, there is no procedure for individual action planning with follow up. New observation procedures are currently being developed to address this.

Course design and implementation

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

Comments

T12 The general English courses follow a coursebook. The pre-IELTS and IELTS writing courses have been designed and written in-house and are based around stated current ELT principles. However, the skills' courses largely consist of folders of mainly reproduced online lessons and lack an overall, coherent structure. Teachers stated that they often devised their own lessons for these classes.

T15 The coursebooks used contain study and learning strategies. Students are guided in accessing 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.

T16 Although some teachers have their own strategies that they use to ensure students develop their language skills outside the classroom, the course outlines and weekly schemes of work do not include specific strategies that all teachers could follow systematically.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T18 Students have review tests every week. The results of these are analysed, discussed in tutorials and presented visually in graphs on the VLE.

T22 An educational advisory agency is part of the same company as NCG and is located in the same premises. Interviews are arranged for all students wishing to continue their education in the UK.

Classroom observation record

Number of teachers seen	18
Number of observations	19
Parts of programme(s) observed	General English, IELTS, Skills and Business classes.

Comments

One teacher was observed twice in order to see all parts of the programme.

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 checked="" 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 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 sound knowledge of the language systems of English and gave accurate written and spoken models. Some teachers used phonemic symbols with confidence.

T24 In all cases teachers provided very full class profiles, demonstrating a good understanding of the group as well as individual needs. Teachers were sensitive to both cultural and personal issues. Problems were anticipated and strategies for dealing with them were included in the planning. The topics chosen were relevant and matched the interests and needs of the class. IWB work was well planned.

T25 In most cases the learning outcomes were written on whiteboards. However, these were presented in language which was not always accessible to students and there was rarely any reference made to the outcomes during the lesson.

T26 A range of appropriate teaching techniques was seen. In better segments, eliciting was done well and encouraged students to extend their vocabulary or language use. In lower level classes there was some good pronunciation work, including drilling and an emphasis on matching spelling and sounds.

T27 Teachers demonstrated very confident and creative use of the IWBs in all cases. Students were also encouraged to come up to the boards and clearly enjoyed using this medium.

T28 Students were encouraged with appropriate positive feedback and errors were generally picked up and corrected with sensitivity.

T29 Assessment of learning was an integrated part of the lesson planning and was evident in most sessions seen.

T30 The pace of the lessons was good. Students worked confidently in small groups or pairs and were happy to go to the IWB. Students enjoyed working in competitive teams. Rapport between the teacher and students was good in all cases. Students were motivated and enjoying learning in a positive atmosphere.

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. Teachers demonstrated a sound knowledge of the language systems and their thorough planning was based on the needs of the class and the individual students. Learning outcomes were clear. Teachers used the IWBs with confidence and creativity. Feedback was appropriate and learning was assessed. In all cases students were enjoying learning in a positive atmosphere.

Teaching and learning summary

The provision meets the section standard. Teachers have appropriate qualifications and in general are given sufficient support to ensure that their teaching meets the needs of their students. The procedures following the observations of teachers are not fully systematic. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input 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 type="checkbox"/>	<input type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 Every possible precaution has been taken to ensure student and staff security on site. There is CCTV surveillance throughout the building. The building is shared with other users. NCG has its own entrance which is electronically protected and requires a swipe card. Internal entrances to NCG areas are protected in the same way.

All staff, students and visitors wear lanyards of different colours which clearly identify their status in the school. This is particularly important for the under 18s. All visitors sign in and out. Risk assessments, including for major incidents, are in place and staff are fully briefed on evacuation procedures. Several staff members are trained fire marshals. W2 Students have access to excellent pastoral care from trained and well-informed staff members whose areas of responsibility are well advertised in the school. Tutorials have a welfare component. The multi-faith room has washing facilities.

W4 Abusive behaviour, harassment and Prevent policies are in place and are known to staff and students. There are no gaps in these documents. Staff have all had Prevent training appropriate to their work in the school. The school has fully addressed its responsibilities relating to the Prevent strategy.

W7 Pre-arrival advice is comprehensive, very well presented, written in clear language, and in easily assimilated sections. Further advice is given during the induction, which is backed by a useful handbook which has a clear index of contents for quick reference.

Accommodation profile

Comments on the accommodation seen by the inspectors

There were 15 active hosts at the time of inspection and three were selected to be visited. Due to circumstances beyond the accommodation officer's control it was only possible to visit one home. The other two hosts were telephoned and interviewed by the inspector a couple of days after the inspection. One of the residencies in use was also visited.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The visited host not only provided exceptionally well-equipped, large ensuite bedrooms with TV and tea and coffee making facilities, but also a very welcoming and caring home. All three hosts spoken to were very pleased with the support offered by school staff. The hosts were clearly aware of their responsibilities both towards the students and the school. The rooms in the residence visited were unusually large, well-furnished with good storage space and ensuite. There is 24-hour security on site. The site is protected by a locked gate and all visitors have to report to reception before entrance is permitted.

W10 All hosts are visited prior to being put on the school's database. Potential hosts who refuse to provide a Gas Safe certificate or will not carry out a fire risk assessment are not accepted.

W11 Formal re-inspections take place every two years and a re-inspection schedule is in place and followed.

W12 The accommodation officer has created a comprehensive database which contains all the information on the hosts that she and other staff will need at any time. Student feedback on the hosts is analysed and taken into account when placing students.

W14 Feedback on all aspects of the welfare provision is extensive. Students are asked on the first day via an initial feedback form how they are and if there are any problems at all. Further feedback is collected at mid and end of course. Tutorials have a welfare component. Students and hosts commented on the quick response by the school staff to problems, even relatively minor ones.

W15 In the residence, students share a kitchen and NCG students are provided with necessary kitchen equipment to be able to take advantage of the self-catering facility.

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 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

None.

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 standard of accommodation, including cleaning and provision of kitchen equipment, was high in the residence visited. Rooms are all ensuite and NCG student areas are cleaned daily.

W23 There is 24-hour medical support available.

Accommodation: other

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

Comments

W24 Many of the students make their own accommodation arrangements, having friends and family in Manchester. The school provides brief information on renting accommodation in Manchester with links to useful websites. There is no guidance for students to inform them of the implications of moving into independent accommodation such as loneliness and possible lack of language practice.

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 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 provided with information on social, cultural and sports opportunities in Manchester and the surrounding area through free local daily papers, information displays and social media sites. The reception and welfare staff are also at hand to provide help and information if students wish to pursue some particular activity.

W27 Many of the students live and work in Manchester and have limited time available for out-of-class activities. The well-balanced social programme is led by the teaching staff. Some activities take the students' timetable into account and are offered mornings and afternoons. Some social activities have an educational focus, such as the homework or the debating clubs both available in-house and free of charge. The programme is carefully designed to meet student needs, interests and budgets.

W28 Risk assessments for all activities are available for even the most modest outing or event and it is clear that staff use them.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for information, pastoral care, and security are well met. Accommodation arrangements are caring and efficient, taking students' needs into account. The leisure programme is well organised and entirely suitable for the students attending the school. *Care of students, Accommodation 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 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 type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school accepts 16 and 17 year-olds on adult courses, and they account for a very small percentage of total student numbers. At the time of the inspection five students aged under 18 were enrolled. The school runs a four-week junior summer course off site.

C1 The school has a clear and comprehensive safeguarding policy. The documentation explaining the policy and the needs for implementation is clear and accessible to all. There are no gaps in the information and advice given.

C2 All staff are DBS checked and have to agree to undergo Prevent and safeguarding training appropriate to their work in the school. Posters showing the safeguarding team can be found throughout the building.

C3 Parents and guardians receive detailed assurances of the level of care offered to under 18s in pre-arrival information after enrolment. There is, however, very little care and safety information in publicity.

Care of under 18s summary

The provision meets the section standard. There is appropriate safeguarding of students under 18 within the organisation and in the accommodation and leisure activities provided. The school has a well-established safeguarding policy and procedures are in place to support the school's commitment to the care of under 18s.