

Organisation name	OME School of English, Pinner
Inspection date	19–20 June 2017

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

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

### Recommendation

We recommend continued accreditation.

### Summary statement

The British Council inspected and accredited OME School of English, Pinner in June 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offer courses in general English for adults (18+).

Strengths were noted in the area of student administration.

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

## Organisation profile

Inspection history	Dates/details
First inspection	2008
Last full inspection	March 2013
Subsequent spot check (if applicable)	April 2014
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Au pair agency
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

## Private sector

Date of foundation	1992; date of foundation of holding company 2003
Ownership	Name of company: Ozmates Ltd. Company number: 4770762
Other accreditation/inspection	N/a

## Premises profile

Address of main site	22 Chapel Lane, Pinner, Middlesex HA5 1AZ
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 is located in a commercial area off the main shopping street in Pinner, a suburb in north-west London. It occupies rooms on the first floor of an office building, shared with other tenants. There is a reception office, a staffroom and two classrooms. A kitchen and male and female toilets are shared with two other tenants, both sole traders, occupying rooms in the same corridor as the school. At the front of the building there is a paved area, partly used for parking. Chairs are available for student use in this area.

## Student profile

	At inspection	In peak week: October (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	1	6
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	42	60
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>43</b>	<b>66</b>
<b>Advertised</b> minimum age	18	18
<b>Actual</b> minimum age	18	18
<b>Advertised</b> maximum age	N/a	N/a
<b>Actual</b> maximum age	18+	18+
Typical age range	18–25	18–25
Typical length of stay	6 months	6 months

Predominant nationalities	Spanish, Italian, German	Spanish, Italian, German
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	1	5

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	5
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT 10–19 hours a week	0	
Number teaching ELT under 10 hours a week	3	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	1
<b>Total</b>	2
Comments	
The TEFLQ director of studies (DoS) was teaching six hours during the week of the inspection. On average he devotes one hour per week to the academic management of the school. The TEFLI DoS has no scheduled teaching hours at the school. On average he devotes three hours per week to the academic management of the school.	

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
<b>Total</b>	4
Comments	
None.	

## Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

The school offers part-time general English and examination preparation courses of four, six and nine hours per week. Full-time courses of 15 hours per week are also available by combining the part-time options. Courses are organised in four terms of 12, 11, eight and 12 weeks. Courses are not run during school holidays for two weeks in April, three weeks at the end of August and four weeks at the end of the year. The school remains open at these times for enquiries and enrolments.

## Accommodation profile

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

Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<b>Arranged by student/family/guardian</b>		
Staying with own family	0	0
Staying in privately rented rooms/flats	43	0
<b>Overall totals adults/under 18s</b>	43	0
<b>Overall total adults + under 18s</b>	43	

## Introduction

OME School of English, Pinner was set up in 1992. It is owned and run by the managing director who set up the school in June 1992, and the au pair agency in November 1993. English courses are the school's principal activity. The demand for au pair placements through agencies has fallen because most local families use the internet to recruit their au pairs. The school moved to its current premises behind the main shopping street in Pinner in September 2013. A spot check inspection in April 2014 confirmed that the new premises were satisfactory.

The school recruits all students from the local community and through personal recommendation. Most are au pairs. The minimum age is 18 years. Until last year, the school accepted some 16 and 17 year-olds, mostly during the summer. In February 2017 the school informed the Accreditation Unit that it would no longer accept under 18s.

The school is run by the managing director with the assistance of a part-time administrator and two part-time DoS. The managing director also seeks advice from two external consultants as necessary.

Two inspectors carried out the inspection over one and a half days. Meetings were held with the managing director, the TEFLQ DoS and the TEFLI DoS. Inspectors also met the administrator briefly. Focus group meetings were held with teachers and students. All teachers were observed by both inspectors. One inspector visited one homestay.

## 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 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 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 management structure is straightforward and well understood. The managing director runs the school on a day-to-day basis with assistance from the two part-time DoSs and two external consultants. The managing director takes annual leave during school holidays. There is currently no system in place to ensure continuity of management if the managing director should be absent for long periods during school terms.

M3 Job descriptions are in place for all postholders. These have been recently reviewed to take account of responsibilities relating to the Prevent strategy.

M4 Communication in the school is effective. The managing director is in daily informal contact with teachers and students at the school. Management meetings are held every term, sometimes more frequently. Teachers' meetings are also held every term. Meetings are minuted and action points noted.

M5 Effective human resource policies and procedures are in place. New teachers are interviewed by both the managing director and a DoS. All staff are required to undergo DBS checks. Two written references are routinely taken up for new employees; copies are on file. Personnel files are well maintained.

M6 Copies of certificates are on file and have been signed to confirm that originals have been seen.

M7 The managing director is responsible for inducting staff. The teachers' handbook provides guidelines on the academic procedures of the school. Safety and welfare issues are fully covered by the managing director during induction. New teachers are initially employed for a probationary period of two to three months, after which their further employment in the school is reviewed.

M8 The managing director appraises the TEFLI DoS annually. Copies of recent appraisals were on file. There was a clear focus on documenting contribution during the previous year and setting targets for the coming year. The TEFLQ DoS and the teachers are not appraised. Teaching observations with written feedback are regarded by the managing director as an opportunity to give the TEFLQ DoS and the teachers feedback on their performance. All staff are informed that they can request an appraisal but none has done so.

M9 The managing director has had training in first aid. All staff have had online training in the Prevent strategy. The school offers staff financial support to follow a course leading to a diploma-level qualification. See T10 for comment on the continuing professional development (CPD) programme for teachers.

## Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 managing director responds to all enquiries personally. The administrator provides support if required.

M11 Students are mostly recruited locally. Potential students are invited in to the school so that the managing director can give information about course options, often spending a good deal of time to ensure that students enrol on the correct course. Information about examination preparation courses is provided by the managing director and, during the course, by teachers. Full information about courses and accommodation options is provided for the few students who enrol from overseas.

M12 The paper-based enrolment procedure works well. Students complete an enrolment form, which the managing director copies out by hand to ensure that all information is legible. Completed forms are filed in the reception office and are easily accessible. Information about cancellation terms and refunds is printed on the back of the course information sheet given to enquirers and is also available on the website.

M13 Local addresses and next of kin contact details are collected for all students. Students complete a form if their contact details change.

M14 Student attendance is closely monitored. The student handbook draws attention to the importance of regular attendance. At the end of each week the managing director checks registers and contacts any student with poor attendance. A note of any response received is kept on the student's file. Attendance statistics are posted on a noticeboard in the staffroom.

M15 The behaviour and tolerance policy states that serious misconduct may lead to students being expelled from the school. The policy is included in the student handbook and on notices in 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 type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

M17 Systems and procedures are reviewed following discussion at management and teachers' meetings and as a result of reviewing feedback from students and teachers.

M18 Students provide written feedback at the beginning and end of each term. Any negative feedback is highlighted in a printed summary of points arising. The managing director follows up any problems identified with individual students and makes notes of any action taken.

M19 Teachers complete a feedback form at the end of each term. This useful document includes a self-evaluation to help teachers reflect on the success of the course. They are also invited to give feedback on resources, academic support and any CPD sessions they have attended during the term.

M20 The complaints procedure is explained in the student handbook and is displayed on noticeboards. The school has not received any complaints in the last two years.

#### 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

The publicity consists of a website and a printed information sheet with a list of course dates and fees.

M21 Information on the website is written in accurate and accessible English.

M22 There is ample information about Pinner, its location in London and the facilities and amenities available in the area. Photos of local attractions are also included. The range of courses is accurately described. The precise location of the school is described, but there is no information about the school premises or the facilities available to students.

M25 Most costs are clearly set out in the publicity. In the case of homestay accommodation, approximate costs are given as hosts charge varying rates. The managing director confirmed that he agrees a fixed price with the host when placing a student and informs the student before arrival of the exact total cost of the homestay. The cost of excursions is not stated in the publicity.

M26 The services offered by hosts vary, so the information on homestay accommodation on the website is not detailed. The managing director confirmed that when placing a student in a homestay he agrees in advance the level of service to be provided and informs the student accordingly.

M27 Photos of school excursions to various destinations are included on the website, but there is no information about the frequency of these excursions or any details about other regularly offered events, such as end-of-term parties.

M29 In the section of the website describing the au pair agency, it is made clear that this activity is not accredited. The Accreditation Scheme marque used on the website states only that the organisation is accredited by the British Council. To avoid confusion, the marque needs to be changed to make it explicit that the school is accredited for the teaching of English in the UK.

#### Management summary

The provision meets the section standard. The school is effectively run by the managing director. Staff management procedures are well established. Student administration is efficiently carried out. Effective quality control procedures and review systems are in place. Publicity is clear and accurate in most respects. *Student administration* is an area 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 The rooms occupied by the school are adequate for the number of staff and students at the school at any one time. At the entrance there is a large paved area shared with other tenants where students can relax.

R2 The general condition of the premises is reasonable but some areas require redecoration. The male and female toilets are not fully functional. Both are in need of repair.

R3 The main classroom is large and can accommodate the maximum number of students. The second smaller classroom at the rear of the premises is used for smaller groups. Underground trains pass close to this room and

the noise can be disruptive. Furniture is of a reasonable standard. Additional classrooms can be rented from the landlord as required.

R4 Students can relax in classrooms or outside in the paved area. They have access to the small kitchen where hot drinks can be made free of charge. Shops, cafes and restaurants are all available in the town centre very close to the school. Students are permitted to eat food in the classrooms.

R5 There are small signs at both entrances to the commercial area where the school is located and signs in the windows so that visitors can easily identify the school premises. The school is set out along one main corridor. Rooms and fire exit routes are clearly marked. There are two noticeboards in the corridor, two in reception, and one in each classroom and the staffroom. Information is neatly displayed, although some noticeboards are somewhat overcrowded.

R6 There is adequate space in the staffroom for teachers to prepare lessons and relax. Lockable drawers are available for the storage of personal possessions.

### 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

### Comments

R7 Students are required to buy coursebooks which form the basis of the course. These are suitable for the age range and the learning needs of the students. There is a good range of materials for students following examination preparation courses.

R8 Resources are stored in the reception office. In addition to the general English and examination preparation coursebooks there are grammar, vocabulary and pronunciation materials, business English books, dictionaries, photocopiable activities, games and graded readers.

R9 Both classrooms have a computer. CD players and a laptop are also provided. A computer for teachers' use is available in the staffroom. There are two photocopiers and two printers. Overall, the provision is adequate. However, feedback from teachers indicated that they would find it useful to be able to display videos in their classrooms.

R10 The school does not have specific self-study facilities. Students are able to use the classrooms for private study after lessons have finished.

R11 There is no library or self-access centre, although there are a few graded readers in reception which students are able to borrow.

R12 Materials are reviewed at teachers' meetings. There was evidence of new materials being purchased in response to teachers' requests.

### Resources and environment summary

The provision meets the section standard. The premises and facilities meet the needs of students and staff and provide a learning environment of an adequate standard. Some areas require redecoration and toilet facilities are in need of repair. The school's learning resources and teaching facilities support the studies of the students.

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



**Comments**

T1 The TEFLI DoS and one of the teachers do not hold Level 6 qualifications. Rationales for both were provided and were accepted in the context of this inspection. Both had had significant post-school academic and professional training.

T4 The academic management team consists of a TEFLQ DoS and a TEFLI DoS. Both have over five years' full-time teaching experience and many years' experience as academic managers. Together they form a suitably qualified team. The TEFLQ DoS has a regular teaching timetable of six hours per week. He also devotes approximately an hour a week to the school, advising on academic matters, attending meetings and occasionally observing teachers. The TEFLI DoS works for the school on average three hours per week observing teachers, delivering training workshops for teachers, attending meetings and advising on academic management procedures. See T11 for comments on the role of the TEFLI DoS in observing teachers.

T5 A rationale for the employment of the TEFLI DoS was provided and was accepted in the context of this inspection in view of his many years of experience in academic management and in full-time teaching.

**Academic management**

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 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**

T6 The managing director assigns teachers to courses based on their preferences, their areas of expertise and feedback from the TEFLI DoS following observations. One teacher currently teaches IELTS classes and other courses leading to external English examinations.

T8 The managing director maintains a list of cover teachers, mostly teachers who have worked at the school at some time in the past. In the case of planned absences, teachers complete a handover sheet to ensure continuity. A list of cover teachers and their current availability is displayed in the staffroom.

T9 Most students attend the school for a full term. A few students are accepted mid-course. The importance of integrating new students effectively into the class is highlighted in the teachers' handbook, but no specific guidance is given.

T10 The TEFLI DoS and the TEFLQ DoS are allocated on average three hours and one hour per week respectively to deal with academic matters. The TEFLI DoS is in regular contact with teachers by email to deal with any academic issues arising. The TEFLQ DoS teaches at the school for six hours per week. He is able to support the teacher who is at the school at the same time as he is, but has little contact with other teachers. Most of the teachers have worked at the school for several years and are able to support each other. The managing director is always on hand to provide practical assistance. The TEFLI DoS provides a CPD workshop for teachers every term. Records showed that sessions were imaginatively presented and often related to issues arising from the observation programme, for example teacher talking time.

T11 Teachers are mostly observed by the TEFLI DoS, who is not appropriately qualified to carry out this task. Notes on observations were perceptive and included constructive advice. One new teacher who joined the school over two months ago was scheduled to be observed by the TEFLQ DoS. However, the observation has not yet taken place.

**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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

**Comments**

T12 The course for each term is based on a coursebook selected by the teacher, using supplementary materials as

required. Teachers are expected to take account of students' needs and interests. Students complete a profile on arrival outlining their aims and objectives. Teachers carry out a needs analysis and also require students to complete a diagnostic writing exercise and a learning styles questionnaire.

T13 Teachers give written feedback at the end of each term, reflecting on the materials and approaches used. There was evidence that new coursebooks had been introduced as a result of the review process.

T14 General information about the course content is provided in the publicity. Teachers produce a syllabus for each term which sets out the main areas to be covered. This is shared with students and is kept in the course folder. Weekly learning plans for all classes are displayed on a noticeboard outside reception. Teachers routinely set out the learning outcomes for students at the start of lessons.

T15 The teachers' handbook includes guidance to teachers on including study skills in the programme.

T16 The student handbook contains useful suggestions on how to learn independently outside the lessons. This area was the focus of a recent CPD session. Students benefit from participating in school excursions. Many are fully integrated into local family life through their work as au pairs.

### 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 checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T17 Students take a multiple-choice placement test on arrival. The managing director assesses each student's oral skills. Teachers check the students' level in the first few lessons and propose a change of level if appropriate.

Communication skills of any students enrolling from overseas are assessed in advance during an online interview.

T18 Students are tested mid-term and at the end of the term. Tutorials are held once a term to review progress. Completed tutorial forms and test results are filed in the course folder for reference. Students wishing to change level have to complete a request form. If the teacher agrees to the change, the form is signed and passed to the managing director. Differentiated homework is given to students to take account of the relatively wide range of levels in some classes. One general English student had entered independently for an external advanced-level examination. She was receiving additional help with preparation for this examination from one of the teachers.

T19 The school provides ample guidance on the selection of external examinations and helps students with entry procedures.

T21 The school does not provide academic reports to students but is happy to do so on request.

T22 General information and help about UK education opportunities is available from the TEFLI DoS if required.

### Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	All except conversation classes which take place only on Fridays

#### Comments

Five teachers, one of whom was the TEFLQ DoS, were teaching during the week of the inspection. One teacher was employed to teach the conversation class which was not scheduled on either of the days of the inspection. The four teachers timetabled during the inspection were observed by both inspectors.

### Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 had a good knowledge of language, including the phonemic alphabet, and were able to model language accurately. There was good attention to pronunciation and stress patterns in some classes.

T24 Lessons were closely based on the coursebook, but the needs of individuals were also taken into account. There were detailed class profiles and in some cases differentiated materials were used. In the better lessons, teachers found ways to personalise activities and draw on students' own experiences.

T25 Lessons were clearly staged and learning outcomes were written on the board at the beginning of lessons. Examination preparation lessons provided useful techniques for students to use in the examination.

T26 A good range of teaching techniques was seen including pair work, group work, controlled oral practice and free discussion. Teachers had good elicitation strategies. Activities were well set up and students knew what was expected of them. Time limits were set for activities which helped maintain pace. Grammar teaching was sometimes decontextualized.

T27 The whiteboard was well used and information was neatly displayed. There was little evidence that audio and video materials are much used. Teachers did not encourage students to move around during or between activities, which sometimes led to rather static lessons.

T28 Teachers were generally encouraging and were well able to provide immediate and helpful correction. Some teachers challenged students to self-correct and gave hints to students to help them avoid anticipated errors.

T29 Lesson plans included prompts for teachers on how to evaluate learning. Overall, monitoring was good and it was clear that students' knowledge of some items would be checked in future tests.

T30 There was a positive and friendly learning atmosphere in all lessons. Students were engaged and clearly enjoyed their lessons. This was confirmed by students in the focus group. Teachers were good at grading their own language to facilitate understanding. Teachers insisted on English being used at all times. Occasionally lessons were too teacher-centred and there were insufficient opportunities for student participation.

#### Classroom observation summary

The teaching observed met the requirements of the Scheme. Lessons ranged from good to satisfactory, with an equal number of lessons in each category. Teachers had a good knowledge of linguistic systems. Lessons were planned in detail and took account of the needs of students. The limited resources available in the classrooms were well managed and teachers had a good range of teaching and monitoring techniques. Rapport and student engagement were good in all classes.

#### Teaching and learning summary

The provision meets the section standard. Teachers are appropriately qualified and experienced. The two members of the academic management team provide a reasonable level of support and training, although observations are not currently carried out by an appropriately qualified person. Effective academic procedures are in place.

Monitoring of students' progress is of a good standard. Programmes of learning are appropriate to students' needs. 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>	

W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
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#### Comments

W1 Risks are satisfactorily assessed and addressed. Records of routine checks are kept and fire drills are carried out every two to three months. Students and staff are oriented to the premises during induction.

W2 Students are made aware of the availability of pastoral care in the student handbook and on the noticeboard in the large classroom. If requested, the school can make a room available for prayers.

W4 The school takes abusive behaviour and behaviour that may lead to extreme radicalisation very seriously. It has developed appropriate policies and procedures which are communicated clearly to students and staff. All teachers complete online Prevent training.

#### Accommodation profile

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

The great majority of students are settled in the local community. When requested, the school arranges homestay accommodation for an arrangement fee. At the time of the inspection, no students were staying in homestay accommodation arranged by the school. However, an inspector visited one homestay host who had accommodated students in the past.

#### 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

W12 The school maintains registers of homestay hosts with records of visits. The record for the host visited showed that a fire risk assessment had been carried out. However, the host could not recall when this had been done and smoke detectors were not in place at the time of the visit.

#### 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Comments**

None.

**Accommodation: other**

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

**Comments**

None.

**Leisure opportunities**

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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**

W27 The school does not advertise a leisure programme, but it runs occasional trips to places of interest, such as Oxford, Cambridge and Greenwich. It also organises end-of-term parties. The students in the focus group appreciated these activities and spoke highly of them.

**Welfare and student services summary**

The provision meets the section standard. The needs of students for security, pastoral care, information and leisure activities are met; the accommodation provided is suitable and managed for the benefit of students. However, there was no evidence of a fire risk assessment being carried out at the homestay visited.