

Organisation name	Peartree Languages, Cardiff
Inspection date	18 - 19 June and 3 July 2014

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.

Publishable statement

The British Council inspected and accredited Peartree Languages in June/July 2014. 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/accreditation for details).

This private language school offers courses in general English for adults (16+) and for closed groups of under-18s and vacation courses for under-18s.

The inspection report noted a need for improvement in the area of course design.

Strengths were noted in the areas of staff management and accommodation.

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

Organisation profile

Inspection history	Dates/details
First inspection	June 2010
Last full inspection	June 2010
Subsequent spot check (if applicable)	September 2011
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related schools / centres /affiliates	N/a
Other related non-accredited activities (in brief) at this centre	Foreign languages tuition

Private Sector

Date of foundation	September 2005
Ownership	Private
Other accreditation/inspection	N/a

Premises profile

Address of main site	2a Llandaff Road, Canton, Cardiff, CF11 9NJ
Details of any additional sites in use at the time of the inspection <i>(location/normal use of site/when used/number of rooms used)</i>	Canton Library, Cardiff (18-19 June) Cardiff and Vale College, 35 The Parade, Cardiff CF24 3AB (30 June–18 July)
Details of any additional sites not in use at the time of the inspection <i>(location/normal use of site/when used/number of rooms used)</i>	N/a
For inspectors' use: profile of sites visited	<p>The main premises are located in Canton, a district of Cardiff not far from the city centre. The main reception and office areas are on the ground floor and three classrooms, student room and small kitchen are on the first floor.</p> <p>The Canton library is located a few minutes' walk from the main school and the two junior classes were being taught in two recently refurbished meeting rooms. The general public do not have access to these rooms. During breaks, the students could use the main body of the library.</p> <p>The offsite provision is located in Cardiff and Vale College, a 15 minute walk from the centre of Cardiff. The castle and museum are conveniently close by and the museum and its park are used by the school and students as a general meeting area and picnic spot. The school had sole use of this building during the three-week course. Three classrooms were located on the second floor and a large student lounge on the ninth floor. Access beyond reception is regulated by security staff.</p>

Student profile

	At inspection		In peak week (organisation's estimate)
	18 June	3 July	
Of all international students, approximate percentage on ELT/ESOL courses	100%		100%
ELT/ESOL Students (eligible courses)	At inspection		In peak week
	18 June	3 July	(including additional premises in July 2014)
Total ELT/ESOL student numbers (FT + PT)	66	80	120
Full-time ELT (15+ hours per week) 18 years and over	6	8	12 20
Full-time ELT (15+ hours per week) aged 16-17 years	1	6	17 30
Full-time ELT (15+ hours per week) aged under 16	20	28	32 30
Part-time ELT aged 18 years and over	39	38	38 40
Part-time ELT aged 16-17 years	0	0	0
Part-time ELT aged under 16 years	0	0	0

Comments

Junior courses in closed groups are arranged during the year, Autumn, March and June. They are based at the main school. During the summer the junior programme is run separately and offsite for the first three weeks and then at the main school on a zigzag programme, alternating with the adult programme. The age range on junior courses is 12-17. Adult students enrolled for 16+ hours have one-to-one lessons after their group lessons, which are up to 16 hours per week, but the one-to-one provision does not involve a large number of students/hours.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)

Types of accommodation	Adults		Under 18s	
	June	July	June	July
Arranged by provider/agency				
Homestay	6	5	21	23
Private home				
Home tuition				
Residential				
Hotel/guesthouse		2		7
Independent self-catering e.g. flats, bedsits, student houses				
Arranged by student/family/guardian				
<i>Staying with own family</i>	39	41		1
<i>Students own arrangements (12 year old placed in homestay arranged by the sponsor not the school)</i>				1

Introduction

The school developed out of an increasing demand for the ELT and foreign language tuition delivered and organised by the owner of the school, who is also the principal. It has been in its present premises since 2005, but the owner is currently looking for new, larger premises in the city centre. Year round, adult students can enrol on courses for one and a half to 22 hours per week. Students mostly follow general English courses and some follow IELTS or FCE preparation courses. The majority of adult students work and live locally, but an increasing number are recruited from overseas as a result of developing marketing strategies and relationships with agents. Closed groups of junior students come in the Autumn, March and June and in the summer the school runs a junior vacation programme. Juniors have previously been taught in the main premises or in adjacent premises or the local library. This year, for the first time, for three weeks, the junior vacation programme is located offsite. On junior programmes, students come in accompanied groups and stay in homestays arranged by the school. Any individual students live or stay locally with their own families. During the inspection of the main school, there was a closed group of 20 junior students from Russia. They were being taught in the local library during the two days of the inspection, but on school premises on the other days of their programme. There were two groups, one Spanish and one Russian attending the offsite programme. One individual student, staying with her aunt locally, was also attending the offsite programme.

The inspection took place over one and a half days at the main premises, followed by a subsequent half day inspection at the junior offsite centre.

During the inspection, meetings were held with the owner/principal, the director of studies and the student experience coordinator. Focus groups were held with the teachers, the students (adults and juniors) and the group leaders both at the main school and at the offsite centre. One inspector visited three homestays.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input 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 checked="" 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 type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The school principal and owner is normally present or available at all times. The director of studies (DoS) covers for her when she is absent, assisted in administrative tasks by the student experience coordinator. The DoS was teaching on, and therefore able to oversee the offsite course, with the principal visiting regularly during the day and organising the programme overall.

M4 Day-to-day communication works very effectively in an informal way, but additionally there are regular weekly meetings which are minuted. Communication with homestay hosts is very good and they are invited to the introductory meeting with junior groups. Meetings with group leaders are regular and there is close liaising between them and the school.

M5 The policies are comprehensive, clear and presented to all staff in handbooks.

M8 There are monitoring procedures in place and appraisals for all permanent staff. Temporary staff can request an appraisal. The principal is developing a more formalised system of performance management.

M9 The principal has recently attended the DELTM course and the DoS and other staff have also attended both conferences and external training days. All staff have safeguarding training to level one and homestay providers are informed about safeguarding training options and how to access them. Teachers are paid to attend tri-annual development sessions. (See T10)

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Student records	<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 type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M13 For adult home students, the school obtains an emergency contact number but does not hold next of kin details. Next of kin details are held for all junior and international students.

M14 The attendance policy is clear and students are not allowed to enter a class if they are 15+ minutes late. Junior students have to be there at the beginning of each lesson.

Quality assurance

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

M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M16 All points to be addressed from the spot check following the first inspection have been addressed.

M17 At the end of the year and at the end of junior summer and closed group courses, there is a review of all aspects, points to be addressed are noted and actions taken are recorded.

M18 Relevant staff sign off or comment on actions taken on the feedback sheets.

M19 Staff are asked to provide feedback during review meetings and when they leave and activity staff provide feedback after events. Actions taken as a result of feedback are noted.

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 description	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 main medium is the website with a few additional leaflets for special courses. The school also promotes its Facebook pages and blog.

M21 Apart from an occasional spelling error, all publicity and information is presented clearly and accurately.

M22 Generally publicity gives rise to realistic expectations. However, it is not made clear that some lessons may be off site for groups and that the junior summer programme is located on a different site for which there is no description. One photograph on the Facebook page is of a classroom that is not in the main premises.

M23 There is minimal description of the different courses and levels. There are no specific general English course objectives and although publicity states that there are classes at five levels this is not always the case and some classes combine at least two levels.

M24 It is not made clear that classes may be in the morning or afternoon according to the level required. Hours are given as 1½ to 22, but any hours over 16 are taught on a one-to-one basis and not in a group. The safeguarding policy refers to the adult courses as 18+, however 16 and 17 year olds may also be enrolled and in the summer, the adult vacation courses are from 16+.

M26 Description of accommodation is accurate, except that all providers are described as families which is not always the case.

Management summary

The provision meets the section standard. The management of the provision operates to the benefit of its students and generally in accordance with its publicity. *Staff management* 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 For the number of adult students enrolled at the time of the inspection, there was adequate space in the main school. However, when closed groups of juniors are also present or during the summer, the school has to introduce a zig-zag timetable or rent additional rooms in nearby premises. The offsite premises offered adequate space, and the school had sole use of the floor with the classrooms and the student lounge/relaxation area.

R3 Classes are sometimes taught in the students' room, and rooms in an adjacent building or in the local library are used, when necessary, as additional classrooms. The offsite classrooms were very large with suitable tables and chairs which could be moved.

R4 The students in the main school have a room for relaxation and they also have the use of a small kitchen, for heating food and making hot drinks. Hot drinks and toast are provided free of charge. There is an enclosed area outside for students to use in fine weather. Refreshments were taken in to junior students both in the local library and offsite. In the local library, during their breaks, students could browse the books in the main library where there were comfortable seating areas. In the offsite premises, in the large student area there were also coin operated drinks and snacks machines. Junior students are all provided with packed lunches.

R5 There are large, well presented notice boards throughout the main building, displaying clearly presented information.

R6 There is no staff room and no room for teachers to carry out their preparation and marking on any of the sites.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<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 type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 The general English courses do not follow single coursebooks; materials, which are generally sourced from a selection of coursebooks, are photocopied. For exam courses, students are required to buy a coursebook. Junior students are also given photocopies, and they are provided with folders where the copies can be kept.

R8 Teachers can draw on material from any of the numerous and up to date coursebooks. There is also a limited number of photocopiable resources, pictures and worksheets. However, these are not clearly organised. There are very few materials and no methodology books for young learners. Resources and materials for the offsite course were kept in the main school and teachers have to prepare materials and use the photocopier there.

R9 There is no Wi-Fi in the classrooms in the main school. Overhead data projectors were available for use in the extra rooms in the library and in the classrooms in the offsite premises.

R12 Teachers and the DoS are invited to put forward suggestions, and as far as possible, additions are made.

Resources and environment summary

The provision meets the section standard. The premises, with the occasional use of additional rooms, and the learning resources are just sufficient to support and enhance the studies of the present body of students enrolled with the provider at the time of the inspection. Staff are offered an appropriate professional environment, but would benefit from the use of staff/teacher preparation rooms.

Teaching and learning

Academic staff profile

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

None.

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 checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers on young learner courses have previous experience of working with young people, although not always in a teaching role. The examination courses are assigned to the DoS and more experienced teachers.

T7 The adult timetable is necessarily quite complex to accommodate the length and times of class that the students require. Teachers and classrooms are assigned accordingly. However, students are enrolled for between 1½ and 16 hours per week on general English courses and due to relatively low numbers this can result in a wide spread of levels in some classes and generally a lack of continuity between the classes. See T12 and T17. The timetable on junior courses is straightforward with lessons and activities on either a set morning and afternoon programme or a zig-zag programme.

T9 Because of the flexible timetable requirements (see T7), general English courses are delivered on very much a lesson level which therefore poses few problems when students join a class. On junior courses, the syllabus is arranged so that a new theme will be introduced when new students join the class.

T10 Teachers are paid to attend three development sessions a year. There is also an ongoing programme of informal support by the DoS. Due to a series of last minute drop-outs of newly recruited teachers for the offsite course, the DoS was having to teach every morning on this course and then return to the main school for the afternoons. This limited his time available for supporting teachers, but newly recruited teachers were starting the following week.

T11 Teachers are observed as part of the recruitment process and then tri-annually. It had not been possible for the DoS to observe the teachers on the offsite programme during the first week of the course due to his teaching commitment, but observations were planned for the following weeks.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input checked="" type="checkbox"/>	<input 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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input checked="" type="checkbox"/>	<input 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 A rigid course structure has proved unsuitable due to the lack of continuity in the day to day adult class registers and, as a result, lessons are delivered on a daily class to class basis, prepared a week in advance. There is a course curriculum for each level. However, apart from the skills and grammar descriptors, teachers have no further written guidance about how to structure or resource their courses or lessons and there are no clear course objectives (see T25). The junior courses are planned thematically to cover specific language structures and teachers are given suggestions about suitable materials and resources.

T13 As far as possible, the changing needs of the classes are taken into account by the teachers in their weekly schemes of work. Junior courses are designed to suit the needs of each particular group and reviewed at the end of the course.

T14 See T12. Students do not receive a written course outline.

T15 Study and learning strategies are not systematically included in the courses. Students primarily receive photocopies, but are given no guidance in organising these.

T16 Strategies to develop language skills outside the classroom are not systematically included in the courses. There is no class preparation or follow up time for excursions and activities on junior courses. Adult students receive ideas on developing focused areas of language when they leave, but neither adult nor junior students have any organised record of lessons or work to take home with them.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<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 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T17 All students have their level and individual needs thoroughly assessed on arrival. However, the timetable does not always allow for the student to be placed in a class of students with the same level.

T18 Some classes have weekly or monthly tests, but due to the nature of the classes, whole class testing is not an effective measure of progress made by individual students who attend for varying amounts of time. There is no regular system of academic tutorials, but long stay students can have optional 'personal tutor' meetings with the DoS or the principal to discuss their progress.

Classroom observation record

Number of teachers seen	6
Number of observations	8
Parts of programme(s) observed	General English, adults and juniors; IELTS; individual.

Comments

The director of studies was seen teaching an adult class and an offsite junior class. One teacher was seen twice teaching different junior groups.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers demonstrated a good level of knowledge and in some cases provided excellent written and verbal models and were able to answer questions clearly and accurately.

T24 The teachers levelled their language appropriately. However, little differentiation was evident despite the sometimes wide range of needs and levels.

T25 In adult classes the themes, resources and content generally matched the profile of the students. In some cases, the plan was not appropriate or not being followed and lesson objectives were not clearly defined. Because there are no clear course objectives it was impossible to relate individual lesson objectives to overall aims. The themes on the junior courses were generally appropriate although sometimes the materials were more suited to adults.

T26 Where the lesson was following a module or part module of a course book, there was a coherent sequence of activities. However, in some segments seen, there was no clear progression and the activities did not lead to relevant learning outcomes.

T27 Generally the whiteboards and audio equipment were used effectively. Where Wi-Fi and data projection was available, this was used well. The layout and arrangement of the furniture in the junior classes did not always allow for movement and variety of interaction patterns.

T28 A variety of teaching techniques was seen. There were good examples of clarification of vocabulary, personalising and some effective correction. However, few effective techniques were seen for working specifically with young learners and there was very little pronunciation practice overall.

T29 In adult classes, the students were engaged and on task. However, in some of the segments seen in the junior classes, teacher talking time was high and interaction was predominantly teacher to student. This resulted in other students not being engaged or actively participating.

T30 Teachers demonstrated an awareness of individual and group needs, but sometimes were unable to match those needs in classes with a wide spread of levels. Teachers were supportive and generally built a positive learning atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching observed ranged from just satisfactory to good. In adult classes, the planning and delivery of the lessons were generally appropriate and the students were engaged and enjoyed learning in a positive atmosphere. However, sometimes in the junior classes, inappropriate materials and a lack of useful young learner techniques resulted in some of the students not being fully engaged.

Teaching and learning summary

The provision meets the section standard. Teachers have appropriate qualifications and are generally given sufficient support to ensure that their teaching meets the needs of their students. The course design is flexible, but courses lack clear objectives and some essential strategies. The teaching observed met the requirements of the Scheme. *Course design* is an area for improvement.

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

Comments

W1 Good risk assessments are in place covering the main site, the nearby premises at the local library, and also the offsite premises. These are regularly reviewed and updated. Fire equipment is regularly tested and drills are regularly held in the main premises. Staff and students receive a thorough health and safety induction in the offsite premises and the entrance is regulated by security staff.

W2 Arrangements for pastoral care include the provision of a personal tutor for all year-round students. Information on the range of support available is contained in the student handbook, and on notices in the school. Junior students are generally in groups and always accompanied by group leaders or are staying with family in the area. Staff and teachers provide additional pastoral care.

W4 The policy on dealing with abusive behaviour is set out in an accessible form in the student handbook and is supplemented by a code of conduct.

W7 Advice on all relevant areas for adult students is contained in the student handbook. No specific advice is provided for 16-17 year olds enrolled on adult courses, or for students on junior programmes.

Accommodation profile

Comments on the accommodation seen by the inspectors

One inspector visited three homestays, one of whom had been hosting students with this school for a number of years; the other two hosts had been recently recruited. In all cases the hosts were friendly and welcoming, and were aware of the school's requirements and policies in relation to hosting, including the care of under 18s. The accommodation provided for students was satisfactory in all cases, and in two cases the hosts were within five minutes walking distance of the school.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W10 A comprehensive pro-forma has been developed by the student experience co-ordinator, who is responsible for initial visiting. She was herself a student staying in homestay accommodation when she first came to the UK, and this gives her a valuable insight into the needs of students and the suitability of the accommodation. Journeys to and from the homestays have been risk assessed for junior students. All homestays have carried out risk assessments and have gas safe certificates.

W11 Accommodation is regularly re-visited more frequently than the two years stipulated in the criterion. A very comprehensive pro-forma is used and the student experience co-ordinator carries out the visits.

W12 There is a simple database of hosts and contact details, but most records are kept on paper.

W14 Feedback from students is collected formally both at the beginning and the end of their stay. In addition, because the school is so small, there is regular informal contact between students and the staff dealing with accommodation, and the regular meetings with their personal tutor provide students with further opportunities for feedback.

W15 Two of the hosts visited spoke enthusiastically about the enjoyment they found in cooking for their students. Oral feedback from the student focus groups was very positive about the meals provided, and this was supported by written feedback sampled. Students on the offsite programme were enthusiastic about their meals and the packed lunches.

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 checked="" 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

W19 All adult students in homestay are placed with hosts where no other speaker of their language is staying. This is specifically checked before students are placed. The majority of students in homestay are under 18s who have come as part of a group from the same country. In this case the agent / organiser usually stipulates that two or three members of the group should stay together in a homestay.

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

No residential accommodation is used.

Accommodation: other

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

Comments

W24 The school does not generally offer any accommodation options other than homestay, and staff actively encourage students to stay with a host. As a matter of policy they do not offer any but the most informal advice to students wanting to find their own accommodation.

W25 One of the offsite junior groups had specifically requested hotel/apartment-type accommodation and the principal had found a very suitable provision and made all necessary bookings and checked all health and safety issues. The group was very satisfied with this arrangement.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Information about events in the local area is provided on school noticeboards and on the school Facebook page.

W27 The main focus of the leisure programme is the outings provided as an integral part of the under-18s group courses. The venues chosen are selected in accordance with the age and interests of the participants.

W28 Good risk assessments are created for all outings and leisure activities, and these are seen as 'living' documents, reviewed and updated after every event. The team accompanying an outing all have a copy of the risk assessment and a set of action points for the trip derived from it.

Welfare and student services summary

The provision meets the section standard and exceeds it in some areas. The needs of students for security, pastoral care, information and leisure activities are well met. *Accommodation* is an area 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 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 materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

C1 A comprehensive safeguarding policy is in place. Further training is planned for the centre manager (senior designated person) from level two to level three, and for the student experience co-ordinator (who has designated responsibilities in this area) from level one to level two.

C2 All current staff have a level one safeguarding certificate, and take part in in-house training. New staff are required to take an online course to reach level one, and are fully briefed as part of their induction. Homestay hosts are sent the safeguarding policy, and areas specifically relevant to them are highlighted.

C3 Publicity sets out some of the steps which are taken to safeguard under 18s but in fact more is done than the publicity makes clear.

C4 A sampling of staff files showed that all the requirements of this criterion had been met.

C5 All staff and hosts of students under 18 are DBS checked. The school supports hosts by helping them with the completion of forms, and by paying the administration fee.

C6 Clear rules are set out in a matrix which shows what students are allowed and not allowed to do at different ages. These rules are made clear to students, homestay providers and group leaders (who also have to sign an agreement that they and their students will adhere to the rules). However, more guidance is needed for 16/17 year olds who are allowed on the matrix to be out until 10 p.m. and to go out unsupervised during free time at the weekends.

C7 All aspects of this criterion are well met by responsible hosts who are well briefed and supported by documentation from the school, and by briefing and support from the student experience co-ordinator.

Care of under 18s summary

The provision meets the section standard. There are appropriate measures in place to ensure the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided.

