

Organisation name	Portsmouth English Language School
Inspection date	26–27 January 2016, and supplementary inspection 15 July 2016

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

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

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Portsmouth English Language School in January and July 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

Strengths were noted in the areas of teaching and care of under 18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	2009
Last full inspection	January 2016
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	July 2016
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	None
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

Private sector

Date of foundation	2008
Ownership	Private company
Other accreditation/inspection	N/a

Premises profile

Address of main site	15–16 Hampshire Terrace, Portsmouth PO1 2QF
Details of any additional sites in use at the time of the inspection	None
Details of any additional sites not in use at the time of the inspection	None
Profile of sites visited	<p>The school is located in two buildings, combined and renovated to make one, in a 19th century terrace on a main road in central Portsmouth. There are shops and cafés nearby. The school consists of the ground floor and the three upper floors with a total of ten classrooms spread throughout the building. On the ground floor there is a reception, students' room, a classroom and a crèche; on the first floor a students' social room, the director's office, three classrooms and a photocopying room; on the second floor, the proprietor's office, staff kitchen and two classrooms; and on the third floor offices for the accommodation officer and the welfare officer, a teachers' resource room, two classrooms, a store room and a designated self-study room which is not currently in use. There are toilets on every floor except the third floor.</p> <p>The junior courses use the same premises as the adult courses but lessons and breaks are so timetabled that juniors and adults do not mix.</p>

Student profile

	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	15	15
Full-time ELT (15+ hours per week) aged 16–17 years	11 (A: 6; J: 5)	11
Full-time ELT (15+ hours per week) aged under 16	14	14
Part-time ELT aged 18 years and over	1	1
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	41	41
Minimum age	12	12
Typical age range	Adults 17–30; Juniors 12–17	11–40
Typical length of stay	2 weeks–5 months	1 week–12 weeks

Predominant nationalities	Kuwaiti, Omani Italian, French, Russian	Italian, French, Russian, Omani
Number on PBS Tier 4 General student visas	1	1
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	13	13

Staff profile	At inspection	In peak week (organisation's estimate)
	Total number of teachers on eligible ELT courses	5
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	1	
Number teaching ELT 20 hours and over/week	4	
Total number of administrative/ancillary staff	5	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	0
Certificate-level ELT/TESOL qualification (TEFLI)	5
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	5

These figures exclude the academic manager(s)

Comments

The director/DoS, who is TEFLQ, and the welfare officer, who is TEFLI, provide occasional teaching cover. They were not teaching at the inspection.

Course profile

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

Comments

Students aged 16+ may be integrated into adult classes. The main focus of the work is general English (including IELTS preparation) for adults. At the time of the inspection four general English classes, including one 'ladies only'

class, were running in the morning. Two IELTS preparation classes and an 'exam skills' class were running in the afternoon. Three 'pronunciation workshop' classes were running for one hour a week. Three part-time adult students were studying 10, 7.5 and 5.5 hours per week. Occasional one-to-one classes are run on request. Junior courses for students aged 11 to 17 are run during the summer period and account for approximately 60% of the summer provision.

There were two junior course classes running at the time of the supplementary inspection, with a total of 19 students aged 12 to 17 enrolled. The course comprised 15 hours of tuition in the mornings and activities in the afternoons. Six older under 18s with higher levels of English were in adult classes.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	6	16
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	9
Staying in privately rented rooms/flats	10	0
Overall totals adults/under 18s		
	16	25
Overall total adults + under 18s		41

Introduction

The school claims to be 'big enough to count, small enough to care', and aims to provide individual attention for its students. It had an unsettled period in 2014, with two changes of ownership and a lengthy period without a suitably qualified director of studies. The current owner founded the school in 2008. He sold it at the end of 2013 to an individual who ran the school during 2014, but decided to give it up and sell it back to the original owner in January 2015. The director of studies in post at the beginning of 2014 resigned in April of that year. The assistant director of studies (the current assistant director of studies/welfare officer) took over the post until a replacement with qualifications meeting Scheme requirements was appointed at the end of September 2014 (the current director of school and studies). The general manager who was in post at the last inspection left the school on 1 October 2015 and her duties have been taken over by the director of school and studies. A head of administration/accommodation/ social activities co-ordinator was appointed in December 2015. At the last full inspection in March 2015 accreditation was placed under review because of weaknesses in Management and issues needing to be urgently addressed in all other sections. The recommendation was for the period of review to be ended within twelve months preferably at a time when junior courses were running. The Accreditation Unit scheduled a full re-inspection for November 2015 but agreed to the school's request for a postponement to January 2016. The school was advised that as no junior courses would be running at this inspection a spot check would be required in the summer of 2016 in order to inspect the junior courses.

The January 2016 inspection lasted one and a half days and a part day. During this time the inspectors met the following members of staff, with names used in the report referenced in brackets:

Proprietor

Director of school and studies, (director/DoS)

Assistant director of studies/welfare officer/designated safeguarding lead, (welfare officer)

Head of administration/accommodation officer/social activities coordinator, (accommodation officer)

Marketing intern. (A new marketing officer took up post in early February 2016).

There were also meetings with the teachers and a group of adult students. The four teachers working at the time of the inspection were observed by both inspectors and one inspector observed a pronunciation workshop. However, the inspectors were unable to see any one-to-one classes, evening classes, or specific provision for under 18s, all of which form part of the work of the school. One inspector visited three homestays.

The supplementary inspection, which was conducted by an inspector who had not taken part in the January inspection, was timed near the peak of the 2016 summer junior enrolments. The school was informed in advance of when the visit would take place. The inspector arrived at about 08.30, met the two junior programme teachers and discussed the day's inspection schedule with the director/director of studies (DoS) who is responsible for the day-to-day management of the school. He then observed segments of both junior teachers' lessons, interviewed the director/DoS, the assistant DoS (ADoS) who is also responsible for welfare and safeguarding, the administration and accommodation officer and the social activities officer. He had meetings with a group of junior programme students aged 12 to 17, and with the junior course teachers. He observed the supervision of students on and off site at lunchtime, discussed the school's action plan produced in response to the last inspection report, looked at a variety of other documents and, after a brief round-up, left the school at about 15.30.

Management

Legal and statutory regulations

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

Comments

M1 Sampling identified the following issue: the inspectors saw evidence that PAT testing had lapsed in October 2015. However, the school provided satisfactory evidence soon after the inspection that PAT testing had been carried out on 3 February 2016.

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 type="checkbox"/>	<input 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 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 school's organogram and lines of responsibility are clear. Cover arrangements for management and administrative staff are in place.

M3 The three members of the management team – the director, welfare officer and accommodation officer - have specific job descriptions which describe their different roles. The director is responsible for the day-to-day management of the school and for academic management. The welfare officer is the designated assistant director of studies and the named member of staff with responsibility for implementing the safeguarding policy. The accommodation officer is the designated head of administration and the social activities co-ordinator. The school has plans to appoint a receptionist but in the meantime reception duties are shared among management staff.

M4 Communication is good. Staff work closely together and much daily communication is informal. Regular staff meetings are held to discuss specific issues with the staff directly concerned, and minutes were seen on file. Homestay hosts are well supported by the accommodation officer and by up-to-date documentation. Informal end of summer review meetings have taken place.

M7 The school's policy and procedures for induction are clear. Teachers confirmed that their induction had been thorough. The accommodation officer did not receive a formal handover from her predecessor and was receiving on-the-job training from the director.

M8 Monitoring and appraising of staff was being carried out satisfactorily and records were seen on file. The director was shortly due to be appraised by the proprietor.

M9 Attendance at staff meetings and training events is voluntary but records showed high levels of attendance. Teachers are offered a range of training and development opportunities and records showed regular uptake of webinar training events. Management staff have attended courses in safeguarding and child protection issues and basic first aid.

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 type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 Enquiries are handled efficiently by the management team. The marketing intern provides additional support for certain tasks.

M13 Information about student and next of kin contact details is kept on a database that is currently being updated and on hard copy in individual student files. There are satisfactory procedures for obtaining information but they are time consuming. Students' contact details are saved electronically and are available to the emergency phone holders.

M14 There is a clear punctuality policy which is strictly enforced. Teachers mark registers before and after the break.

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

Comments

M16 A list was presented of action taken following the last inspection. Many of the points identified had been addressed, but a number, particularly in regard to publicity (see below), were still outstanding.

M18 Student questionnaires are used to collect initial and end-of-course feedback, and in addition each class is visited regularly by the welfare officer for a discussion, during which she collects information on any issues the students may be having. However, there are inadequate procedures for collating and analysing the feedback collected, or for systematically identifying action points. This was raised in the previous report.

M19 Staff feedback is obtained at meetings and there is a suggestions box available to staff. Teachers reported that the director was very open to suggestions for improvement.

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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Comments

The school's publicity comprises a website, a printed brochure and social media platforms.

M21 The language used in the publicity materials is clear, with one minor inaccuracy. There were references to UK Visas and immigration which were removed immediately after the inspection.

M22 Most information about the school is accurate. A video clip on the website showed students playing football on the pavement outside the school and close to the busy main road. The director told the inspectors that students are never allowed to play games on the pavement and that the marketing video presented an aspect of school life which was incorrect. The video was removed soon after the inspection and this point has been satisfactorily addressed.

M25 Information about the cost of tuition materials, the leisure programme and examination fees is available and easy to find on the website.

M28 Publicity describes teachers as experienced. However, one of the teachers teaching the summer junior course programme had only recently qualified.

Management summary

The provision meets the section standard. The management structure is clear and communication is good. Human resources and student administration procedures are satisfactory. A number of changes to publicity were made soon after the main inspection and the school now operates in accordance with its publicity.

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 type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input 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

R2 Overall the premises are in a reasonable state of repair although some rooms would benefit from re-decoration.

R3 The classrooms and learning areas are adequate in size and number for the number of students enrolled.

Members of staff reported that one of the largest classrooms, equipped with the school's interactive whiteboard, is very cold in winter.

R4 Students benefit from two relaxation areas. Students may eat packed lunches in the students' room and free hot drinks are available at reception, with a small charge if students use the school's cups. There are many reasonably-priced eating establishments near the school. A vending machine for drinks and snacks on the ground floor was out of order.

R5 Display facilities are sufficient but signage is unsatisfactory. Some rooms had inaccurate labels (e.g. 'computer room' – in reality the students' room). Most of the rooms are confusingly labelled with a mixture of numbers and names. It can be difficult for students to verify which part of the building they are in. Some of these points were raised in the previous report.

R6 There is a teachers' room with teaching resources on the third floor and a staff kitchen with facilities for the preparation of drinks and snacks on the second floor. Teachers were satisfied with this provision.

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 The learning materials used for adult courses are appropriate. For the junior courses there are class sets of coursebooks suitable for teenagers.

R8 There is an adequate supply of teaching resources. Teachers have good access to several photocopiers and printers. The school has a licence to use a phonemic script writer on three computers.

R9 Five classrooms are equipped with overhead projectors. Teachers reported that full use is not made of the interactive whiteboard in the winter. This was raised in the previous report. (See R3 above). Students have access to five computers in the students' room.

R10 The 'self study room' on the third floor is out of use. The inspectors were told that there are plans to bring it into use as a library/self-access room by the end of February 2016.

R11 The school does not have a designated library but students have access to a wide range of graded readers.

R12 The director has sought feedback from teachers on the coursebooks being used and has devised a useful course evaluation form for teachers to complete at the end of a course.

Resources and environment summary

The provision meets the section standard. Overall students study in a satisfactory classroom environment and there is good provision for relaxation space for students. Signage needs attention. The staffroom is adequate in size for the current numbers of teachers. Learning materials for students are appropriate.

Teaching and learning

Academic staff profile

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

Comments

T1 One teacher, who was on leave at the time of the inspection, did not have a Level 6 qualification. A rationale was presented and this was accepted in the context of this inspection. At the supplementary inspection both junior teachers had Level 6 qualifications.

T4 The director has an MA TESOL from a British university, and undergraduate and postgraduate qualifications entitling her to work as an English teacher in state education in her country of origin.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T8 The director and welfare officer provide teaching cover as needed.

T10 Teachers spoke very highly of the excellent support provided by the director. Peer observation is regularly

carried out. In-house teacher workshops are arranged approximately once a month. Teachers are encouraged to watch at least one webinar or read an ELT publication every three months.

T11 Evidence was seen of an ongoing and regular programme of teacher observation with perceptive and constructive feedback. At the supplementary inspection the summer course teachers confirmed they had been regularly observed by the DoS and ADoS, and received helpful feedback.

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 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 Adult and junior courses are coursebook based, though teachers are encouraged to supplement and adapt the content. The weekly pronunciation workshop, with students placed in groups with the same first language as far as possible, provides students with good opportunities for well-targeted pronunciation work. For the junior summer courses, each week is designed as a complete, self-contained unit, based on a weekly theme and emphasising communicative skills and project work.

T13 There are informal discussions about changes and developments, and opportunities for teachers to provide formal evaluations of the coursebooks they use.

T14 Weekly plans are displayed in classrooms but there was no evidence that they are used as working documents with the students. At the supplementary inspection, both junior teachers displayed their lesson aims and planned activities to their students on the whiteboards.

T15 Tutorials and individual learning portfolios provide guidance in this area.

T16 Students are regularly given homework tasks which involve the use of the language in the local community.

Teachers organise occasional class visits to local places of interest.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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

T18 Students are given regular progress tests and each student has a tutorial every two weeks. Individual learning plans have been introduced and training has been provided to enable teachers to identify and monitor SMART (specific, measurable, attainable, relevant, time-bound) objectives. The short junior summer courses, based, around a theme, often have a project or presentation at the end of the week.

Classroom observation record

Number of teachers seen	4 plus 2 at supplementary inspection
Number of observations	9 plus 2 at supplementary inspection
Parts of programme(s) observed	General English, exam preparation, pronunciation workshop

Comments

Both inspectors observed four teachers separately. One teacher was observed teaching a pronunciation workshop by one inspector. At the supplementary inspection the inspector observed both junior course teachers.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers showed sound knowledge and awareness of the use of English and produced accurate models of spoken and written English. Teachers did not write up new vocabulary with helpful information such as word stress and parts of speech. Good knowledge of pronunciation features was seen in the pronunciation workshop.

T24 Lesson plans were very thorough and made reference to students' profiles and learning needs. There was clear evidence of differentiation in the delivery of the lessons. Teachers showed good awareness of students' cultural backgrounds.

T25 Lesson outcomes were made clear to students and all teachers wrote learning aims on the whiteboard. Lessons were appropriately staged and well-chosen supplementary materials gave good opportunities for further practice.

T26 A range of teaching techniques that were appropriate to the focus of the lesson were seen. Good elicitation and questioning techniques were used to support students in working out meaning. All teachers made good use of concept questions to check meaning. The needs of individual learners were well met.

T27 Classroom management was generally effective. Good seating arrangements ensured successful student-student interaction. Teachers organised their board work well and made effective use of a section for new vocabulary. Audio material was competently used.

T28 Students benefit from the weekly pronunciation workshop, which provides opportunities for additional feedback on their spoken performance. In other classes there was insufficient drilling of words and phrases and a few missed opportunities for correction of pronunciation were seen.

T29 Teachers set up a wide range of activities, many of which included pair and group work. Good use was made of concept checking for understanding. Tasks were selected with clear reference to the students' needs and backgrounds.

T30 Teachers gave clear instructions in language which was appropriate to the level of the learners. Teachers monitored closely and gave individual attention as needed. Students in all classes were participating fully in class activities.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a high standard overall, with all segments being good. Teachers showed sound knowledge of the systems of English and adapted their language to the level of their students. Lesson planning was detailed and thorough and plans clearly related to schemes of work. Teachers used a range of appropriate teaching techniques and classroom resources and interactions were well managed. Teachers' ability to establish rapport resulted in a high level of student engagement. This was reflected in positive student comments. The standard of teaching observed at the supplementary inspection was appropriate to the age of the students, relevant to their needs and interests, and met the standards of the Scheme. *Teaching* is an area of strength.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are given very good support to ensure their teaching meets the needs of their students. Course design is appropriate for the courses run in the school. Placement procedures work efficiently. There are good systems for monitoring student progress. 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 checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 All entrances to the school are covered by CCTV, and there are key pad entries on the front doors. The front entrances are overseen by reception staff. Students receive information at induction on what to do in the event of a fire, and during the first day tour of the building are shown the fire exits. Fire alarms are tested weekly. At the supplementary inspection the inspector saw evidence that a fire drill has been conducted in the peak period, the welfare officer has recently received fire-marshal training, and classroom noticeboards have been updated to include evacuation plans.

W2 Students receive appropriate pastoral care. The welfare officer has a welfare meeting with each class on a fortnightly basis and records are kept. A room is made available for religious observance. Students in the focus group commented favourably on the assistance they receive from staff.

W3 The named person is identified to students at induction and her photograph is displayed in the entrance lobby.

W4 All students sign the code of conduct for their age group. The adult code of conduct covers a variety of types of abusive behaviour. The junior code of conduct has been rewritten in accessible language. There is a Prevent policy in place, a risk assessment and action plan have been completed, contact has been established with local Prevent police staff, and some staff training has taken place.

W7 The appropriate advice is available with the exception of information on personal safety.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers accommodation in homestays and occasionally in private homes with self-catering facilities. Last summer two junior groups were accommodated in residences. One inspector visited three homestays.

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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The homestay accommodation visited was of a good standard, the hosts were all welcoming, clearly enjoyed hosting and understood the needs of their foreign guests.

W10 All the relevant aspects of safety and suitability are covered on initial visits and hosts are provided with a form to complete for fire risks assessments.

W11 The newly appointed accommodation officer is revisiting all homestays to enable her to get to know the hosts. Visit records are up to date.

W13 Students are sent useful and well-presented information about their accommodation. All the required information is included except the cost of travel between the accommodation and the school, and the conditions and procedures under which accommodation arrangements can be terminated.

W14 The accommodation officer makes herself known to students on their first day and her photograph is displayed on the noticeboard in the lobby. Students complete a week one questionnaire on their accommodation. Problems are addressed promptly and records are kept.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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

W16 A question on the week one questionnaire asks for information about the number of students in the homestay and their nationalities.

W17 Hosts are informed of the rules, terms and conditions in the homestay handbook and agreement, both of which are very comprehensive.

W19 See W16.

Accommodation: residential

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

Comments

None.

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

Comments

W25 The school no longer offers other types of accommodation.

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 checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 The leisure programme is drawn up on a monthly basis for adult students and is displayed throughout the

school. There are leaflets displayed in reception on social, cultural and sporting events in the area, and reception staff are available to offer advice.

W27 The programme is responsive to student requests, and is varied and flexible. Teachers are involved in many of the trips and activities, and the variety offered ensures little repetition for long stay students.

W28 Risk assessments are in place for all activities, staff sign the relevant risk assessment before an activity or excursion and enter the names of students attending. Guidelines are in place for what to do in the event of an emergency.

Welfare and student services summary

The provision meets the section standard. The needs of the students for pastoral care, information and leisure activities are met. The accommodation provided is suitable and the management of accommodation systems generally works to the benefit of students.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

There was one 17 year-old student enrolled on an adult course at the time of the main inspection. The school takes 16 and 17 year-olds on adult courses, and runs a junior programme in the summer for students of 11 to 17 years. This was seen at the supplementary inspection. The junior programme comprises 15 hours of tuition, afternoon activities and a weekend excursion. Junior students are usually in homestay accommodation.

C1 The school has a comprehensive safeguarding policy, twice revised in 2016, which specifies procedures to ensure the safety and well being of all students under the age of 18. There is also a concise version, revised once this year, which is sent to homestay hosts. The designated safeguarding person is the welfare officer/assistant director of studies (ADoS) who has received advanced safeguarding training.

C2 The policy is emailed to all staff with homestay hosts receiving the concise version. All are required to confirm they have read the documentation. Staff have received basic training and a copy of 'Keeping children safe in education'. The welfare officer, who is responsible for safeguarding, and the director have received advanced training. The welfare officer runs training sessions for homestay hosts.

C3 The level of care is accurately described in the school's website and brochure.

C4 All staff have been DBS checked except one member whose application is being processed. She has a foreign police check of suitability. All hosts accepting under 18s are DBS checked. The process of extending checking to all adults in the household is under way.

C5 Students under 18 on adult courses are identified in class registers, and the welfare officer speaks to them on a regular basis. At the supplementary inspection, the inspector observed that the junior students are very carefully supervised on the premises and during activities by the activity leader and an intern. Breaks are appropriately staggered to avoid contact between juniors and adults. The DoS, ADoS and reception staff in this small school are very aware of the under 18s in the school and which students are participating in the junior summer course.

C6 There are age specific parental consent forms with curfew times, and rules are in place which are in the handbooks given to junior students, their parents/guardians and homestay hosts. Hosts or the students' own families are normally required to deliver their students to, and collect them from, school. Students aged 15 and over are allowed to make their own way to and from school, but only after discussion with the welfare officer and if the student has signed parental consent. There is a set of rules for junior students which are presented and explained carefully at induction and which the students and, where appropriate, parents or guardians are required to sign.

C7 Students under 18 are usually in homestay accommodation. Inspectors were informed that in summer 2015 two groups of ten students were accommodated in residential accommodation supervised by their group leaders, who were teachers and had relevant police checks and first aid training. The inspectors were also informed that appropriate arrangements were in place for emergencies.

Care of under 18s summary

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school itself and also in their leisure activities and the homestay accommodation provided. *Care of under 18s* is an area of strength.
