

Organisation name	Portsmouth Language College
Inspection date	2–3 August 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. However, evidence must be submitted within three months to demonstrate that weaknesses in W1 have been addressed.

Summary statement

The British Council inspected and accredited Portsmouth Language College in August 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 for closed groups of under 18s, and vacation courses for under 18s.

The inspection report noted a need for improvement in the area of academic staff profile.

Strengths were noted in the areas of student administration and premises and facilities.

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

Organisation profile

Inspection history	Dates/details
First inspection	2008
Last full inspection	May 2012
Subsequent spot check (if applicable)	26 June 2014
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	French and Spanish language classes
Other related accredited schools/centres/affiliates	Tompkins Educational Group schools in Bristol, Southampton and Winchester
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	7 May 2007
Ownership	Tompkins Educational Group, Limited Company. No.06181002
Other accreditation/inspection	N/a

Premises profile

Address of main site	7–9 Edinburgh Road, Portsmouth, Hampshire PO1 1DE
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	John Pound Centre, 23 Queen St, Portsmouth PO1 3HN, used for closed groups, normally one or two meeting rooms during busy periods.
Profile of sites visited	The school occupies the whole of a three-storey building in the centre of Portsmouth. There are in total eight classrooms, two on the ground floor together with the reception and relaxation area, the meeting room, and the staff room with an adjacent resources area. There are three classrooms on each of the other two floors. A staff kitchen is situated on the first floor and there is access to the roof terrace. On the top floor there is a students' room, where students can relax, eat and make drinks.

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	60	89
Full-time ELT (15+ hours per week) aged 16–17 years	15	21
Full-time ELT (15+ hours per week) aged under 16	10	33
Part-time ELT aged 18 years and over	14	5
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	99	148
Minimum age	12	10
Typical age range	20–30	20–30
Typical length of stay	3 weeks	3–4 weeks
Predominant nationalities	Saudi, Spanish	Saudi, Spanish, Italian
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	21	20

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	10
Number teaching ELT under 10 hours/week	1	
Number teaching ELT 10–19 hours/week	0	
Number teaching ELT 20 hours and over/week	8	
Total number of administrative/ancillary staff	3	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Certificate-level ELT/TESOL qualification (TEFLI)	6
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	1
Total	9

These figures include the academic manager(s)

Comments

The ADoS teaches a full timetable of 25 hours a week. The DoS does not teach during the summer.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

PLC offers general English courses year round to students aged 16 and over. Students can choose to study for 15, 20 or 25 hours during the day or take a part-time evening course, which runs on two evenings a week. Morning classes are in general English, with communication skills and examination skills classes in the afternoon. Private, individual classes are also available. During the summer, junior courses are offered for students aged 10 to 15. Closed groups of under 18s can be enrolled throughout the year. The school also offers evening classes in modern foreign languages.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	36	20
Private home	0	0
Home tuition	0	0
Residential	1	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	7	5
Staying in privately rented rooms/flats	30	0
Overall totals adults/under 18s	74	25
Overall total adults + under 18s	99	

Introduction

Portsmouth Language College (PLC) was opened in 2007 and was the first school in the Tompkins Educational Group (TEG). TEG is a family-run organisation, which currently has three other accredited schools in Southampton, Winchester and Bristol. The group's head office is in the Portsmouth school.

The school moved to new premises in early 2014 and a spot check was carried out in June that year.

The principal of TEG has overall responsibility for operational control and management of the four schools in the group. He is TEFLQ and an experienced teacher trainer. He is based in Portsmouth and visits each school on a regular basis. The director of studies (DoS) is also the school manager with responsibility for the academic and administration staff. She is one of two vice-principals in the TEG group, the other is the DoS at the Bristol school. The DoS at PLC took over in August 2012, at which time she was TEFLI. She gained her TEFLQ qualification in summer 2014. From July 2014 to March 2015 she was DoS at the Southampton school before returning to her current position at PLC. During her absence the senior teacher, who is TEFLI, was acting DoS. The school was unaware of the need to notify the Accreditation Unit of any changes regarding the academic manager.

The inspection took place over one and a half days and a part day. The inspectors had meetings with the principal/owner, the DoS, the office manager, the ADoS, the receptionists and one group leader. All of the teachers were observed. A focus group was held with the teachers and two focus groups were held with students, one for the adults and one for the juniors. One inspector visited three homestays.

Management

Legal and statutory regulations

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

Comments

M1 Sampling identified the following issues: the amount of photocopying may exceed the CLA guidelines; no PAT testing had been carried out; the school should seek further advice from the relevant regulatory body and obtain independent legal advice.

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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 organogram covers the TEG group as a whole and provides a clear management structure, though not all roles in the individual schools are included. The DoS in her role as vice-principal has responsibilities beyond PLC, including managing the DoS at Southampton and providing IT support to all the schools. Arrangements are in place to ensure continuity at all times (see T5).

M3 There is no job description for the school manager and vice principal, both roles held by the DoS.

M4 There are formal and informal channels of communication. The senior managers and the administrative staff work in the same open-plan office space. There are no formal meetings for administrative staff but they work closely together. Academic staff meetings are held every two weeks and teachers felt communication within the school was good. There are six-monthly meetings with company wide key staff, which include the DoSs and the office managers from all the schools.

M6 A number of the staff files were incomplete. Some references for recently recruited staff and one level 6 certificate were missing.

M7 Detailed induction checklists are in place for both teaching and administration staff. Information is contained in the staff handbook and new appointees are talked through the relevant areas. A recently recruited teacher said he felt the induction was very thorough, covering all aspects of his role as well as relevant workplace information.

M8 There is a clear policy on appraisals, which are held annually and are linked to observations for teaching staff. All the core staff have been appraised.

M9 Training has been provided on safeguarding and the Prevent strategy. All staff had online certificates on file.

Student administration

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

Comments

M10 The office manager and the two administrative staff provide students with a good service, and students reported that they were friendly and helpful.

M11 The office manager has been a student at the school, one of the administrative assistants is TEFLI qualified and the second has observed classes, so they are all fully competent to provide students with detailed information on courses. This was evidenced by email correspondence with prospective students.

M13 The records sampled were up to date and the information easily accessible. These are stored on the database and in paper form. The paper-based documents indicate whether the next of kin speaks English. Records can be easily accessed at all times.

M14 The attendance policy is clearly outlined in the student handbook. The systems in place to follow up absences are very effective and include detailed records of action taken, which can be accessed by all staff.

M15 The section in the student handbook on school rules outlines possible sanctions clearly and accessibly.

Quality assurance

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

Comments

M17 The TEG group uses British Council inspections to review practices across its schools. Reviews of administrative procedures and policies have been carried out in the past year. Student and staff feedback are used in reviews of academic practices.

M18 Student feedback is collected in a number of ways: first-week, mid-term and end-of-course questionnaires. Feedback is analysed and outcomes are displayed in the student room. The first-week and mid-term questionnaires do not include questions about the social programme.

M19 Staff complete a detailed feedback form twice a year and this is analysed. Teachers commented that issues raised are often dealt with or discussed; a recent example was the addition of a better computer in the staff room. More informal feedback is obtained on a daily basis.

M20 The complaints procedure is outlined in accessible language in the student handbook, and reference is made to the final option of contacting the British Council or English UK, of which the school is a member.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The principal medium of publicity is the website; there is a brochure that is mainly used for agents but is also downloadable, and a tri-fold leaflet.

M21 The website was launched at the end of 2015. It is clear, simple to navigate and provides accessible information on the school, the courses offered and Portsmouth. The website is translated into three languages.

M23 Course descriptions are simple and clear for adult courses. Information on the content of junior courses is limited to a reference that coursebooks are used 50 per cent of the time, although this is no longer the case.

M29 The British Council logo is used on the leaflet rather than the Accreditation Scheme marque.

Management summary

The provision meets the section standard. Sampling revealed two issues in relation to the *Declaration of legal and statutory compliance* which the provider should follow up. The management of the provision operates to the benefit of students and staff. Student administration works effectively and inspections are used by senior managers to review systems and practices. Publicity is clear, accessible and mostly accurate. *Student administration* is an area of strength.

Resources and environment

Premises and facilities

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

Comments

R1 The premises are of a good size and provide a very comfortable environment for staff and students. The entrance is spacious, well designed and welcoming, with a generous reception and a student relaxation area.

R2 The premises are in a very good state of repair, decoration and cleanliness. There is a programme for continuing improvement to facilities.

R3 The classrooms are light and all furnished with table and chairs, which in the larger rooms allow for flexibility of layout. There are three interactive whiteboards (IWBs). Classrooms are generally free from external noise.

R4 There is a good-sized relaxation area for students with computers and a small library, a pleasantly furnished student room with free tea and coffee and facilities for storing food, and a well-presented roof terrace.

R5 The signage is adequate and there are good display facilities around the reception area which are visually pleasing.

R6 The staff room is adequate in size and there is an adjacent area for resources and two computers linked to printing facilities.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 The school's policy is to use the coursebook for 50 per cent of the general English course time. The cost of the first coursebook is included in the enrolment fee, and any subsequent coursebooks are sold at the same flat fee, which is specified on the website. There is a range of photocopiable resources which are used for communication skills, and relevant materials for examination skills courses. Photocopiable resources can be used for the junior courses.

R8 There is an adequate stock of supplementary resources and some teacher development books. A photocopier is available in the area adjacent to the staff room. Photocopies were widely used in the lesson segments observed.

R9 Teachers have received some training on the IWBs. The DoS provides technical support.

R10 There is no self-access area.

R11 A library of graded readers and DVDs is available to students.

R12 Coursebooks are reviewed after every term with the teaching staff. New coursebooks are trialled. There is no resources budget but teachers said requests for new material were generally positively received.

Resources and environment summary

The provision meets the section standard. The school provides a comfortable and attractive environment for its students and staff. The resources are adequate to support the studies of the students enrolled with the provider. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

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

Comments

T1 Two teachers did not have a level 6 qualification. The first teacher has completed two years of his level 6 qualification in Education and Training Studies and the rationale is accepted within the context of this inspection. The second teacher has been teaching ELT for a number of years and has appropriate life experience. The rationale is accepted within the context of this inspection.

T2 One of the teachers did not have an ELT qualification that meets the requirements of the Scheme.

T3 This teacher has taught EFL for a number of years both in the UK and overseas and received positive references from a previous employer. She is supported by the DoS. The rationale is accepted within the context of this inspection.

T4 The academic management team comprises the DoS, who is TEFLQ, and the ADoS, who does not hold an ELT qualification that meets the requirements of the Scheme. She has worked at the school for three and a half years, and in early 2015 was promoted to ADoS.

T5 The rationale for the ADoS is not accepted within the context of this inspection. The ADoS is mostly responsible for academic administration, but in addition does provide support to teachers, and does cover for the DoS when she is on holiday or visiting one of the other schools in the TEG group. There is evidence that the school wants to extend the ADoS's role and this is inappropriate as the current post holder does not hold a TEFLI qualification.

Academic management

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

Comments

T6 Teachers are matched to courses according to experience and preference. They generally keep a class for a term (approximately three months) and then change to a different level.

T8 Cover is provided by the DoS when she is not teaching. One of the administrative team, who is TEFLI, and the principal are also available. The DoS also has a list of possible cover teachers.

T9 Students are able to start a course on any day of the week and the school also accepts part-time students who can attend for as little as one day a week. There are notes in the teacher's handbook that give tips on how to accommodate new students and teachers did not express any concerns on the policy. However, it is not clear that that all aspects of academic management are addressed, and exactly how teachers meet the needs of existing students.

T10 Teacher development sessions are held on average every two weeks, and teachers are paid to attend. These are generally led by the DoS though there are occasional teacher-led sessions. Support is provided by the DoS and ADoS (see T5).

T11 The DoS aims to observe teachers twice a year. Some teachers who have only worked with the school for a short time have not been observed. Observation notes sampled provided suggested areas to work on, but there is no evidence of these being followed up. Teachers commented that peer observations carried out in the past 12 months had been very useful and well organised with appropriate focuses.

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 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 type="checkbox"/>	

Comments

T12 The course structure for the general English course is based in large part on the coursebook, which is made clear to teachers and students in handbooks. There is a syllabus for each level with suggested additional material. For communication skills classes there is no appropriate course structure but a list of types of activities that might be included in these lessons. There is no course structure available for the examination skills or junior courses.

T13 Teachers are asked to provide feedback on coursebooks at end-of-term meetings and this together with student feedback informs decisions made.

T14 Schemes of work and a list of 'can do' statements are available at the relevant level in each classroom. However, the 'can do' statements are lengthy and are not presented in an easily accessible format.

T15 Study and learning strategies are implicit in coursebooks. There is a poster in classrooms referring to learning strategies. However, there was little explicit evidence from lessons observed of promoting learner strategies.

Learner management

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

Comments

T17 The multiple-choice placement test is done online for adult students whereas juniors do a paper-based version. All adult students have an interview and juniors do a speaking activity as a group which the teachers assess.

T18 Student progress is monitored through tests from the coursebooks, which teachers can adapt. Students also take an end-of-level test, which is written by the teacher and checked by the DoS. Records are kept in registers.

T21 Students receive an end-of-course report which contains an assessment of their level and their progress together with a comment by the teacher. There are also end-of-term reports for all students.

T22 Informal advice is available for students wishing to enter university in the UK.

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	General English, communication skills and the junior course.

Comments

None.

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

T25 Learning outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers generally demonstrated a sound knowledge of the linguistic systems of English. Oral and written models of grammar were appropriate. Concise and sometimes memorable vocabulary explanations were in evidence. Parts of speech were generally included in lists of new vocabulary, but further support was not provided, for example by indicating stress placement.

T24 Class profiles were provided and some included individual student profiles. In some instances, the teacher had only met the class at the beginning of the week of the inspection. Timing of activities was appropriate. In weaker segments it was not always clear from lesson content that student learning needs had been identified and taken into account.

T25 Lesson plans were coherent with activities clearly linked. However, the aims of the lesson were only occasionally made evident to students, usually in the form of topics to be covered. There was consequently little evidence that the intended learning outcomes were shared with students.

T26 There was confident use of a range of teaching techniques including appropriate elicitation, purposeful monitoring, prompting, individual and choral drilling and, in most segments, concept questioning. In better segments there was regular checking of understanding of the target language.

T27 Whiteboards were used effectively, with a section for new vocabulary. Colours were used to illustrate grammatical constructions and intonation patterns. Instructions were clear though not often checked.

T28 Teachers monitored students during pair and group work and provided useful individual feedback. A variety of correction techniques were in evidence including self-correction, peer correction and noting down mistakes for later correction.

T29 Short tasks were used to evaluate whether learning was taking place. There were examples of lexis being reviewed and activities moving from controlled to freer practice.

T30 In all classes there was a positive learning atmosphere. Students were engaged, styles of learning were taken into account and the pace was good. Teachers encouraged the personalising of examples and nominated students. Teacher language was well judged and there was an effective balance of student talking time to teacher talking time. In many segments thought was given to groupings.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to good, with a small majority of lesson segments observed being good. Teachers demonstrated a sound knowledge of the linguistic systems. There was little evidence that the intended learning outcomes were made known to students. Teachers were confident in the use of a range of techniques and generally managed the learning environment appropriately. Students were provided with timely feedback and there was a positive learning atmosphere in all classes.

Teaching and learning summary

The provision meets the section standard. Almost all the teachers are appropriately qualified and they are supported by the DoS and each other to ensure that their teaching meets the needs of their students. However, the current ADoS is not appropriately qualified for her role. There is a course structure for the general English programme, but there is none in place for other parts of the provision. Aspects of continuous enrolment require review. Learner management meets the needs of students. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Academic staff profile*.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 All visitors must report to reception at the front of the building. Fire drills take place at least twice a year. The school appears to offer a safe and secure environment for students, but PLC has not conducted a fire risk assessment for the premises and should do so as a matter of urgency.

W3 The office manager is identified at induction as the person who can help students with any personal problems they might have. Her role is not made sufficiently clear in some notices.

W5 Students receive a 24-hour emergency contact number in the student manual and in the welcome booklet.

W6 Transport and transfer details are available through documentation and the website.

W7 Students are sent a detailed student handbook in advance and receive an induction at the beginning of their stay. There are detailed display boards around the school with general information and staff provide relevant advice when requested.

Accommodation profile

Comments on the accommodation seen by the inspectors

PLC has around 60 active homestays who offer either half-board accommodation or a self-catering option. The school can also place students in halls of residence. One of the inspectors visited three homestays, two of whom welcome under 18 year-olds.

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 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 in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The three homestays visited were of an appropriate standard and offered all of the required services and facilities.

W12 Homestay registers are kept up to date and contain information about revisits and confirmation that fire risk assessments and gas safety certificates are in place.

W14 Students provide feedback on their accommodation in the first-week questionnaire.

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 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 type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 Hosts receive a detailed homestay provider handbook that includes comprehensive information about the rules and terms and conditions applied by the school.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W24 The student manual includes extensive and very useful information about renting bed-sits and flats.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input checked="" type="checkbox"/>	<input 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 PLC provides useful information about local social, cultural and sporting activities through leaflets and social media posts.

W27 The school offers a range of no-cost or low-cost activities that include conversation club, film nights, bowling, social evenings and pub nights. Excursions are arranged at the weekend.

W28 General risk assessments are written for all activities; however, these are not specific, for example, in the case of sporting events. The school does not currently ensure that all sporting activities advertised on its social programme have first aid trained staff in attendance.

Welfare and student services summary

The provision meets the section standard. The needs of students for safety and security are met but there is an urgent need for a fire risk assessment to be carried out. The accommodation is suitable and the leisure programme is varied and appropriate. Risk assessments are not sufficiently customised for some activities.

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

C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

16 and 17-year-old students can attend adult courses throughout the year. The school also accepts closed groups of under 18s and runs an open enrolment programme (10 to 15 year-olds) in the summer. At the time of the inspection, 15 under 18s were on adult courses (16+) and 10 students were in two junior course classes.

C1 The school has an appropriate safeguarding policy in place and has devised a simplified form of the document for staff, students and their parents and group leaders.

C2 All staff receive basic safeguarding training and two members of staff, including the designated safeguarding lead, have received advanced training.

C3 The school website and documentation make clear the level of supervision offered to under 18s on different types of courses.

C5 There is sufficient adult supervision for all scheduled activities. The leisure programme is appropriate for the student age range and takes place on weekday afternoons and evenings. Only students accompanied by group leaders, parents or guardians are allowed on junior courses.

C6 There are clear curfews in place known to all parties. Under 16s must return to their homestays by 18.00 and 16 and 17 year-olds by 21.00.

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. All staff are aware of their responsibilities and receive appropriate training.

