

Organisation name	Preston Academy of English, Preston
Inspection date	28-29 October 2014

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

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

Recommendation

We recommend accreditation with a spot check in the first 18 months.

Publishable statement

The British Council inspected and accredited Preston Academy of English in October 2014. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (16+).

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

Organisation profile

Inspection history	Dates/details
First inspection	October 2014
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related schools / centres /affiliates	N/a
Other related non-accredited activities (in brief) at this centre	Proof reading service

Private Sector

Date of foundation	2012
Ownership	Private limited company - three directors - equal shareholders
Other accreditation/inspection	N/a

Premises profile

Address of main site	44 Ormskirk Road, Preston PR1 2QP
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
For inspectors' use: profile of sites visited	<p>The school is situated in the centre of Preston close to public transport links and all the usual amenities. The premises are spread over three blocks on three floors of a modern city centre building. Three are interlinked but the main reception area and administrative office is only accessible from street level. There are three entrance points to the premises. The main entrance is protected by an electronic keypad linked to the reception on the first floor. The premises are on a three year lease.</p> <p>One part of the building is used by an IT training company, which works closely with local job centres. Their staff have a separate entrance but share emergency exits.</p> <p>A crèche, for the use of students at the school, is located in one of the ground floor spaces.</p> <p>There are ten classrooms, a student room, a teachers' room, and a small kitchen.</p> <p>There are possibilities for further expansion within the premises.</p>

Student profile

	At inspection	In peak week (organisation's estimate) last week of the October 2013
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Total ELT/ESOL student numbers (FT + PT)	24	28
Full-time ELT (15+ hours per week) 18 years and over	17	22
Full-time ELT (15+ hours per week) aged 16-17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	7	6
Part-time ELT aged 16-17 years	0	0
Part-time ELT aged under 16 years	0	0
Minimum age (including closed group or vacation)	18	18
Typical age range	18-54	18-54
Typical length of stay	3-4 months	3-4 months

Predominant nationalities	Saudi Arabian	Saudi Arabian
Number on PBS Tier 4 General student visas	1	1
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	4	4
Number on child visitor visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	11
Number teaching ELT under 10 hours/week		
Number teaching ELT 10-19 hours/week	1	
Number teaching ELT 20 hours and over/week	8	
Total number of administrative/ancillary staff	5	

Academic staff qualifications to teach ELT/TESOL

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	
Certificate-level ELT/TESOL qualification (TEFLI)	8
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	1
Total	9

These figures exclude the academic manager(s)

Comments

The two academic managers are both TEFLQ and provide cover if necessary as could be seen during the inspection. They don't otherwise have a regular teaching commitment.

Course profile

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

Comments

The school offers general English classes of 15, 20 or 22 hours per week and IELTS preparation classes. Ladies only classes are popular as are one-to-one classes. Students must attend a minimum of six hours per week for the IELTS preparation and one-to-one classes which are timetabled to suit the students' needs and availability. The 15 hours

general English classes run Monday to Friday 9.00 to 12.30, the 20 hours run Monday to Friday 9.00-13.30 and the 22 hours Monday to Wednesday 9.00-15.15, 9.00-14.00 on Thursdays and 9.00-12.30 on Fridays.

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		
Private home		
Home tuition		
Residential		
Hotel/guesthouse		
Independent self-catering e.g. flats, bedsits, student houses		
Arranged by student/family/guardian		
Staying with own family	23	
Student's own arrangements	1	

Introduction

The school opened in August 2012. It is a limited company with three equal shareholders, all family members. The shareholders are all active in the school as principal, welfare manager and financial administrator respectively. The academic manager, in post since March 2014, is on extended sick leave and her return to the school is uncertain. A new academic management team has recently been appointed. The academic manager is on a permanent 20 hour per week contract and her assistant (who was due to take up his post the week following the inspection although he was present on both inspection days) is on a permanent full-time contract. The academic manager had started her career in the school as an ad hoc teacher and had only been in post as academic manager for three weeks.

The course programmes available at present consist of general English and IELTS preparation courses. The school prides itself on being able to provide a flexible timetable to suit individual and group students. Ladies only classes feature prominently in the school's work.

Most of the students attending the school live and/or work locally. Unfortunately the inspection was scheduled during the local half-term. This had an impact on student attendance due to child care issues.

The inspection took place over one and a half days. Meetings were held with the principal, the academic managers, the welfare manager, the general manager and the administration assistant. Focus groups were held with students and teachers. All the teachers working during the inspection days were observed in class. One of the inspectors visited two homestay providers.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 management structure is simple and straightforward. The principal oversees every aspect of the operation. He is supported by the academic management team, the welfare manager, a general manager and a part-time administration assistant/receptionist. The welfare manager covers for the principal on his rare absences from the school.

M3 Detailed job descriptions are in place for all staff including the principal.

M4 Communication within the school is good. There are regular minuted meetings for teachers and administrative staff. Informal communication is prompt and effective and enables staff to provide support to students and each other as necessary. The principal has established a constructive working atmosphere.

M7 Many of the staff are new appointments and both new administrative staff and new teachers said that induction procedures had been thorough and helpful. Staff handbooks are comprehensive and well written.

M8 An appraisal system is in place with good supporting documentation, but most of the staff had not been in post long enough for the provision to be put fully into practice.

M9 A few in-house workshops had been offered to the teachers, but staff development for administrative staff is currently largely limited to on-the-job training.

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 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 The school is generously staffed for its size. Enquiries and enrolments are dealt with efficiently.

M13 Student records, currently in hard copy, are meticulously kept and quickly accessible to all staff.

M14 The attendance and punctuality policies are made very clear to students. Students sign in on arrival and attendances are carefully checked and recorded. Absences are followed up but school staff are not very strict as some students demonstrated a somewhat cavalier attitude to both punctuality and attendance.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M18 Student feedback and action	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M18 Students are asked to complete a feedback form relating to their accommodation in the first week. No other initial feedback is sought formally. As student numbers are low at present, staff are well able to check that students are satisfied with the range of services available to them at an early stage. At the end of the course a questionnaire covering all aspects of their experience in the school is issued. The language on the form is too difficult for lower level students. There is also a suggestion box in the students' room. Any negative feedback and action taken is currently not formally recorded although discussed during meetings.

M19 Staff are able to give feedback during the regular meetings. The principal is clearly interested in his staff and minutes of meetings indicate that suggestions from them have been noted and acted on.

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 description	<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 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

M21 Publicity consists of a website and social network sites. The website is clear and easy to follow. Translations into a range of languages are available on the site.

M27 The school does not offer any leisure opportunities at present.

Management summary

The provision meets the section standard. The management structure is simple, effective and appropriate for a school of its current size. Systems, processes and practices, although recently introduced, are practical and sensible and meet the needs of staff and students.

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

Comments

R2 The building is in very good decorative order and well furnished.

R3 Classrooms vary in size but are all large enough to cope with maximum advertised class sizes. Some of them are particularly well suited to one-to-one classes which form a large part of the school's work.

R4 The student common room in use during the inspection was suitably furnished and perfectly adequate. The management had taken on another large ground floor room in the building and this was to become the new student room and conversation club. It was due to be put to use the week after the inspection.

R6 The teachers' room is shared with the academic managers. It is not really large enough to provide appropriate working space for all the teachers. As their timetables vary this does not at present cause a major problem. There is no dedicated staff room for administrative staff.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Class sets of up to date course books, which are loaned to students, as well as a good range of supplementary materials are available for class use. Teachers were happy with the level of autonomy they had in the choice of materials to use for their classes.

R8 There are practically no practitioner books available for teachers. In view of the student and class profile at the time of inspection, there is a need for more teacher resources in the area of teaching one-to one for example. Supplementary materials are labelled and stored in a satisfactory way in the teachers' room.

R9 All classrooms have a computer and CD players. The principal admits that some of the computers are old and rather slow and upgrading will happen as soon as funds allow. Technical support is outsourced to a private, local company.

R12 The purchase of books and other academic resources is currently authorised on a case-by-case basis. Most of the sets of course books available at the time of the inspection had been purchased since the arrival of the new academic manager. Review and development of resources are part of the academic managers' brief, but this has not as yet been formalised.

Resources and environment summary

The provision meets the section standard. The school premises have been decorated and finished to a good standard. For a small school which has recently started up, the level of care and investment to create an attractive and professional working environment is commendable. The school's learning resources are modest, but adequate for current student numbers.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input 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 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

T2 One teachers had an ELT/TESOL qualification which did not meet Scheme requirements.
 T3 A rationale was provided for the unqualified teacher and was accepted in the context of this inspection.
 T4 The academic manager is TEFLQ and her assistant is also TEFLQ. He was due to start the week following the inspection, and together they form the academic management team. The division of responsibilities has already been decided on. The academic manager will have a 20 hour per week contract whilst the assistant will be working full-time in the school.

Academic management

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

Comments

T6 Teachers are usually matched to courses in accordance with their experience and preferences.
 T7 Systems are efficient and the timetable is regularly updated to take account of changes of class or teacher.
 T8 The academic manager has access to a bank of local teachers. Non-teaching teachers are also asked to cover in case of colleagues' absences. The academic managers and the principal are also available for cover teaching.
 T10 The academic manager works in the teachers' room so is able to provide practical support with materials, resources and ideas. The academic manager had held a couple of professional development sessions, targeting students' particular problem areas such as writing.
 T11 As the academic manager is new in post, she has not yet observed all the teachers. All teachers working in the school had been observed by the previous academic manager.

Course design and implementation

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

Comments

T12 Until recently the school ran an eight week term. This has now been changed to a roll on roll off system. The syllabus has been changed by the academic manager to suit the new system.
 The syllabus is based on the Common European Framework (CEFR) and although course books are available in class sets, the academic manager encourages her teachers to use the photocopiable, supplementary materials available in the school. The syllabus is firmly based on the CEFR can-do statements but does not include links to grammar/vocabulary areas to cover, suggested activities, lesson planning tips or links to available resources.
 Students choosing one-to-one classes may choose to have learning programmes designed to suit their particular needs.
 T14 Teachers write weekly plans that are posted on classroom notice boards.
 T15 Study and learning strategies are not made explicit in the syllabus document. Students are given information on language learning internet sites, and study suggestions.

Learner management

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

T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T17 All new students go through a very thorough placement test which has four components, listening, writing, grammar and speaking.

T18 Movement between classes is possible only after students have again completed the initial placement test and then only at the academic manager's discretion. Students are invited to have regular tutorials.

Classroom observation record

Number of teachers seen	9
Number of observations	9
Parts of programme(s) observed	morning and afternoon classes

Comments

One teacher timetabled just for one day per week, was unable to teach that week and cover was provided. Ladies only and one-to-one classes were seen and small group classes, most of which had been reduced to one-to-one due to the half term.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input 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 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 In general teachers showed good awareness of language systems and modelled these well. Explanations were clear overall.

T24 With very few exceptions, teachers pitched their language to the level of the students.

T25 Most lessons were planned in great detail. Overall, teachers had chosen appropriate topics for discussion. Problems did occasionally occur with lesson content when a group lesson turned out to be one-to-one. In the case of the cover teacher's lesson, content and accompanying resources had been provided by the academic manager.

T26 Teachers consistently referred back to previous lessons and incorporated review activities into their teaching.

T27 Classroom management was good in nearly all cases, with clear instructions, good pace and spread of attention and particularly effective movement from one activity to the next. One-to-one configuration was good.

T28 Correction and feedback were generally effective, although some opportunities for immediate correction were missed, particularly where help with pronunciation mistakes would have been beneficial.

T29 Activities were generally well chosen and encouraged student participation.

T30 Teachers were unfailingly courteous and kind to their students. Teachers' knowledge of their students and their sensitivity to individual students resulted in a very positive learning atmosphere and good rapport.

Classroom observation summary

The teaching observed met Scheme requirements. Teachers were conscientious in their planning and preparation and made good use of the resources available to them. Teaching was competent and teachers demonstrated good classroom management skills. Students were engaged. More work on pronunciation would have benefited students. There was a positive learning atmosphere in classes.

Teaching and learning summary

The provision meets the section standard. The academic staff profile is satisfactory. Programmes of learning are managed for the benefit of the students and teachers are given a good level of support from the new academic manager to ensure their teaching meets the students' needs. The teaching observed met the requirements of the Scheme.

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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
W6 Transport and transfers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 The health and safety policy and procedures have been reviewed and adjusted accordingly as adjacent premises have been added to the school. Fire drills are carried out regularly and with the cooperation of the other business occupying part of the building. The entrance from the street to a newly acquired classroom on the ground floor did not offer adequate security.

W2 Students are very well cared for and particular sensitivity is shown towards students with special requirements or needs. A crèche is provided free of charge by the school and female students are offered separate classes and break times as appropriate. Friday classes are arranged to accommodate prayer time. During the inspection, every consideration was shown to a student in a wheelchair.

W3 Students meet the welfare officer during their induction and staff are also aware of who they should direct students to.

W4 The abusive behaviour policy is expressed in language that would not be accessible to most students at the school and the procedures for dealing with it are not made clear.

W6 The majority of students do not require this information as they are already living in Preston when they enrol. Information is restricted to arrival at Manchester airport and no details are given regarding other points of entry or costs of onward travel to Preston.

W7 Students are given extensive information, both in a handbook and verbally, on all relevant and appropriate items. However, the language used in the handbook is not accessible to most of the current students.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school has three homestay providers, but no students were in homestay accommodation during the inspection. Two homestays, who had hosted students in the previous six months, were visited. The bedrooms, which had been used by the students, were currently in use by family members.

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input checked="" type="checkbox"/>	<input 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 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 Both homestays visited had clearly made their students very welcome and had provided all necessary services and facilities. The bedrooms could not be fully assessed as they were currently occupied by family members.

W11 The homestay providers have not been working with the school for long enough to be due a re-inspection, but the school intends to visit them again before another student is placed in either.

W12 Currently all documentation is paper based.

W13 Students are only given the name and address of the homestay provider, with no further details.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 Homestay providers are given full information and conditions are made clear.

Accommodation: residential

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

Comments

None.

Accommodation: other

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

Comments

W24 Students are given advice and information when they request assistance with their existing local accommodation or when making their own arrangements.

W25 The school recommends and can arrange bookings with a local residence. This is visited regularly by the school.

Leisure opportunities

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

The school does not arrange a leisure programme.

W26 Students are kept well informed about local events and facilities.

W28 Class outings are sometimes arranged and led by the teacher. These outings are not risk assessed.

Welfare and student services summary

The provision meets the section standard. The needs of students for security, pastoral care, information and leisure activities are met. The accommodation provided is suitable and the management of the accommodation systems 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Occasionally 16 and 17 year olds, who are living or staying with their family, are enrolled. The school does not provide accommodation for under 18s.

C1 There is a comprehensive safeguarding policy which covers general safeguarding procedures as well as specific child protection procedures. The welfare officer is the named person responsible for child protection and ensuring the policy is implemented.

C2 Staff are informed about the safeguarding policy during their induction and there is reference to it in the staff handbook. All staff complete a basic safeguarding training.

C3 Publicity does not give a description of the level of care and support given to students under 18 and it is not made clear that the school does not provide accommodation for them.

C4 Recruitment materials include only some of the required items.

C5 All staff who have substantial access to under 18s, including welfare and student services staff and teachers, have appropriate suitability checks.

C6 16 and 17 year olds stay with their own families. The school outlines relevant rules, particularly regarding attendance and daily travel arrangements, during their induction. There are adequate supervision procedures outlined in the safeguarding procedure if under 18s attend any out of school excursion with their class.

Care of under 18s summary

The provision meets the section standard in relation to the age range of students accepted and the context of their enrolment. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any out of school activities.

