

Organisation name	Princes College School of English, London
Inspection date	6–7 September 2017

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 the period of review may now be ended and accreditation continued until the next full inspection, which falls due in 2021. However, evidence must be submitted within three months to demonstrate that weaknesses in M1 and W1 have been addressed.

Summary statement

The British Council inspected and accredited Princes College School of English in September 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation 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	2004
Last full inspection	March 2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accreditation under review
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1992
Ownership	Name of company: Euroorient Ltd Company number: 2974319
Other accreditation/inspection	N/a

Premises profile

Address of main site	36 New Oxford Street, London WC1A 1EP
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school occupies three floors of a leased building in the centre of London. A staircase leads from the entrance at street level to the first floor, where there is a reception, an open-plan common room for students, a staffroom, an office for the directors, a resources room, and a staff kitchen and toilet. There are four classrooms on the second floor. On the third floor there are three classrooms, a self-study room with CD players, and toilets.

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	51	71
Full-time ELT (15+ hours per week) aged 16–17 years	1	4
Full-time ELT (15+ hours per week) aged under 16	0	2
Part-time ELT aged 18 years and over	12	26
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	64	103
Advertised minimum age	16	16
Actual minimum age	17	15
Advertised maximum age	N/a	N/a
Actual maximum age	16+	16+
Typical age range	20–30	18–25
Typical length of stay	12 weeks	4 weeks
Predominant nationalities	Italian	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	26	37

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

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	1
Total	2
Comments	

The director of studies (DoS) is TEFLQ and works eight hours per week; he does not have a teaching timetable. The principal is a member of the academic management team and is TEFLI; he teaches a business English class from 12.30–15.30 every day.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	5
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	5
Comments	

The principal, who was teaching at the time of the inspection, is not included in the above figures.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers general English classes from 09.00–12.30 and from 12.30–15.30 every day, with a ten to fifteen-minute break in the middle. Business English and preparation classes for IELTS are also offered in the afternoons. Preparation classes for external general English examinations are offered but have not run in the last twelve months. Students aged 16–17 are enrolled on the school's adult courses. One-to-one lessons are offered but none was running at the time of the inspection.

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	1	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	1
Staying in privately rented rooms/flats	62	0
Overall totals adults/under 18s		
	63	1
Overall total adults + under 18s		64

Introduction

Princes College School of English was founded in 1992 and has been in its leased premises in central London since 1999. In October 2016 the school was sold to two new owners who have experience of running summer programmes in Cambridge, and managing private schools in China.

Following the last inspection in March 2017, when accreditation was placed under review, the previous director left the school. The office manager was promoted to general manager and reports to the new owners. She now has overall responsibility for the day-to-day running of the school, while continuing in her role as welfare officer. The management team has been very engaged with reviewing all aspects of the school's operations since the change in ownership.

Certain parts of the school had undergone refurbishment at the time of the last inspection. The next stage, refurbishing the classrooms at weekends when the school is closed, was due to begin immediately following this inspection.

The inspection lasted for one and a half days. The inspectors talked to the two owners, the general manager, the principal and the DoS. Focus group meetings were held with students and with teachers. All the teachers timetabled during the inspection were observed.

Management

Legal and statutory regulations

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

Comments

M1 Sampling identified the following issues: copyright regulations in relation to the school's photocopying licence may be being breached as all courses are based on coursebooks, but students are not obliged to buy their own copy and there are no class sets available; the premises fire risk assessment (undated but confirmed as having been carried out in January 2017) takes no account of the total numbers of people who may be in the building at any one time, and some of its recommendations have not been acted upon. The school should seek further advice from the relevant statutory/regulatory bodies.

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 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 checked="" 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 type="checkbox"/>	<input type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 There is a clear structure of management documented on an organogram, and in the staff handbook. The general manager has overall responsibility for the day-to-day running of the school, and reporting lines are transparent. Cover arrangements are in place.

M3 Job descriptions are in place for all staff. The general manager's job description does not include her role as designated safeguarding lead (DSL), and the teachers' job description does not include their role as fire wardens. This was corrected immediately following the inspection and is now satisfactory.

M4 Communication is good. The general manager works with the new owners by email, or face-to-face during their regular visits to the school, and told the inspectors she appreciated their excellent support. There is a monthly management team meeting, with action points noted on a useful template. The principal holds a teachers' meeting every Monday morning, with minutes indicating a clear focus on practical issues. Staff told the inspectors they felt well informed and positive about developments in the school following the change in ownership.

M5 There is a clearly stated recruitment policy in place, with appropriate accompanying documentation.

M6 There were no references on file for the administrator, appointed in August 2017.

M8 The general manager is responsible for appraisals of non-teaching staff, and the principal for appraisals of the teachers. No appraisals have been completed under the new management but are due and planned for October.

M9 The management team have received external training in Prevent, and have led in-house sessions for the teachers. Opportunities for teachers to attend external training events are posted on the staffroom noticeboard; the principal and one teacher had attended external training events/conferences recently. The principal completed advanced safeguarding training in the week following the inspection, and the general manager was booked on a health and safety course to be completed shortly thereafter.

Student administration

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

M13 Contact details	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 There are sufficient staff to handle administrative work for the current number of students enrolled. A new administrator had recently joined the team. Cover arrangements are clear. Staff were seen to be very welcoming and helpful when people came in to enquire about courses, and the DoS was available to assist with testing.

M11 There is sufficient information and advice available before students arrive, and each enquiry is given personal attention. The general manager has a teaching background so, together with the DoS and principal, can provide informed advice to students throughout their time in the school.

M13 Information about students' local contact details and their next of kin are collected on arrival. The records are accessible electronically to the holder of the emergency phone. Three records were sampled: one was complete, one had only first names for the next of kin, and one had no local contact or next of kin details.

M14 It is made clear in the student welcome pack that students are expected to attend classes every day.

Attendance is recorded at the start of lessons; there was evidence that poor attendance is followed up by a system of oral and written warnings. Any absences of students aged under 18 are followed up immediately.

Quality assurance

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

Comments

M16 Most of the points to be addressed have been dealt with. However, the issue relating to photocopying from coursebooks (M1, R7) and the lack of fire marshal training (W1) have not been addressed satisfactorily.

M17 Following the change in ownership, all aspects of the school's operations are being reviewed. There was evidence of a number of improvements to the premises, and a change in management structure.

M18 Students are asked to give written feedback at the start of their course, mid-term and at the end of their course. The initial and mid-term survey forms do not ask for feedback on all aspects of the school. Students can also give feedback during tutorials with their teachers and, towards the end of the course, with the general manager. An overview analysis of student feedback is displayed on the noticeboard in the reception area.

M19 Staff feedback is collected in meetings and appraisals.

M20 The school's complaints policy is in the student handbook. The language is broadly accessible but some terms used would be difficult for students to understand. Any complaints are logged and dealt with efficiently.

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 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 type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school's publicity comprises a website, a printed flyer and price list, and a presence on social media.

M24 The number of taught hours per week is not given. The school's publicity states that all courses are three hours per day, including a ten-minute break. The Monday morning break is 15 minutes. The minimum age is given as 16 but two 15 year-olds had been enrolled on courses in the past six months. The information about taught hours per week was corrected immediately following the inspection.

M25 The cost of books is at the foot of the full-time courses price list but is not on the price list for part-time courses. It is not clear whether students are required to buy a coursebook; in the FAQs it says it is 'advisable to buy a book'. The approximate cost of any leisure programme not included in the course fees is not given. The approximate cost of any course-related examination fees not included in the course fees is not given. Information about the cost of books and the requirement for students to buy one, together with approximate costs of the leisure programme, was added immediately following the inspection.

Management summary

The provision meets the section standard. The management structure is clear and communication is good. Student administration is generally handled well but two student records were incomplete. Quality assurance procedures are in place. Some issues in publicity were corrected immediately following the inspection. Sampling of documentation revealed issues in relation to the Declaration of legal and regulatory compliance which the provider has been asked to follow up.

Resources and environment

Premises and facilities

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

Comments

R2 The front entrance and first floor areas have been refurbished to a very high standard. The rest of the building is in a generally adequate state of repair and decoration. The premises are in a good state of cleanliness.

R3 Classrooms vary in size and a few would seat 18 students comfortably, but not the school's maximum class size of 20. All the students in the slightly smaller classes seen at the time of the inspection were seated so that they could see, hear and write comfortably. All classrooms have blinds so that students can see the whiteboard easily.

R4 The first floor has been refurbished and provides an attractive, large student common area with sofas, tables and chairs and a water cooler. Free hot drinks and biscuits are provided for students at break time on Mondays, and students expressed their appreciation of this in the focus group. The school is close to many food outlets.

R6 The staffroom has workplaces for all teachers, and a computer with internet access.

Learning resources

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

Report expires 31 March 2022

R7 Courses are based on coursebooks which are suitable for the level and length of courses offered. Students are advised to buy a coursebook but some do not. There is no effective system for providing coursebook-based materials to students who do not buy a coursebook. This was a point to be addressed in the last inspection.

R8 Teachers have access to a good stock of resources, including photocopiable materials, skills books and reference books. Resources have been re-organised recently and some out-of-date materials removed.

R9 One classroom has an interactive whiteboard, and all classrooms have CD players. Teachers have access to a computer with internet access and a printing facility for lesson preparation.

R10 There is a selection of graded readers and other fiction in the student common area, which students can borrow. The small room with CD players has no self-access resources so does not constitute a self-access facility.

R12 Teachers complete a written review at the end of each term of the coursebook they have used.

Resources and environment summary

The provision meets the section standard. The school premises provide an appropriate environment for students and staff. Teachers are supported in their work by access to appropriate resources. Courses are based on suitable coursebooks but there is no effective system for ensuring that all students have access to coursebook-based materials.

Teaching and learning

Academic staff profile

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

Comments

T1 Two of the teachers did not have Level 6 qualifications. The rationales provided were accepted in the context of this inspection as they contained information about the teachers' relevant educational backgrounds and training.

T4 The academic management team consists of the DoS, who is TEFLQ and employed for eight hours per week, and the principal, who is TEFLI and teaches a business English class every afternoon. Both have extensive relevant teaching experience.

T5 A rationale was provided for the academic role of the TEFLI principal. The rationale was accepted in the context of this inspection as the key academic responsibilities, such as teacher observations and continuing professional development (CPD) sessions, are carried out by the DoS who is TEFLQ.

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 type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are matched to courses based on their experience or stated preferences. Levels are rotated regularly around the teaching team so that there are subsequently opportunities for teachers to extend their experience.

T9 The school operates a continuous enrolment policy on both its full-time and part-time courses. There is useful guidance in the teachers' handbook about arrangements for part-time students, but nothing to support teachers in dealing with full-time students who join their classes.

T10 There are regular monthly CPD sessions on practical aspects of teaching, some identified during observations and some proposed by the teachers. Daily support for teachers is provided by the principal, and by the DoS on the

two days each week when he is in school. The teachers' handbook contains some useful advice. Teachers in the focus group spoke positively about the support available to them.

T11 Teachers are observed twice a year. Every teacher, and the principal, had been observed recently by the DoS, and detailed feedback provided. Peer observation takes place but lacks the focus needed for aspects of teaching observed to feed into further development for teachers.

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 and outcomes	<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 checked="" type="checkbox"/>	

Comments

T12 The school divides its academic year into four equal terms. Courses are based on coursebooks, which change every term. There is written guidance for teachers in their handbook, and in the syllabus guidelines.

T14 Written course outlines are provided as weekly lesson plans, displayed on the noticeboard in each classroom.

T15 There was no evidence that courses include any systematic approaches to helping students develop study and learning strategies. There is no written guidance for students in their handbook. This was a point to be addressed in the last inspection.

T16 Some class visits had been organised to, for example, the British Museum to give students the opportunity to develop their language skills outside the classroom. However, most courses do not have sufficient focus on language-learning strategies to support students in this area. A popular student-led conversation club meets every day in the student common room area.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>

Comments

T18 Students' progress is monitored by means of progress and end-of-term tests, as well as by tutorials which take place twice a term.

T21 Every student receives a short report, a certificate of attendance and a certificate of progress at the end of their course.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English, business English

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 Most teachers demonstrated a satisfactory knowledge of the language and its systems, and provided clear explanations. Some teachers provided support for students when learning to pronounce new vocabulary but some errors in spoken models were given.

T24 The content of lessons was largely determined by the coursebook and some teachers were able to adapt content to the learning needs of their students. In some instances the content of the units being studied was not obviously relevant to the needs of the students in those particular classes.

T25 Lesson plans included aims expressed as outcomes. Some teachers staged their lessons quite well, with activities building on new language taught. Some teachers need guidance on exploiting coursebook content, rather than requiring students to work through exercises.

T26 A range of teaching techniques was seen. Some teachers used nomination, elicitation and prompting effectively, although some teachers relied on asking for definitions, which students found difficult, and then explaining new words themselves.

T27 Group and pair work was set up well, and some teachers gave clear instructions for activities, and checked that students knew what to do. Whiteboard work was variable, with some teachers writing new vocabulary up randomly with no context.

T28 There was no evidence that teachers were able to use correction techniques, other than correcting students themselves and moving on, with no student-focused practice of the corrected language. No self- or peer correction was seen.

T29 Teachers mostly used coursebook exercises to evaluate whether students had learnt the new language taught. In some classes students were working towards an activity which would show whether they could use the new language taught in an active way.

T30 There was a positive learning atmosphere in all the classes observed. Students worked profitably in small groups and pairs, and were engaged in most of the activities. Teachers generally graded their language well, and enjoyed good rapport with their students.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to just satisfactory, with the majority of segments observed judged to be satisfactory. Most lessons were planned well, although some teachers depended on the coursebook, rather than considering the learning needs of their students. A range of teaching techniques was seen and teachers generally used resources well. There was a very positive atmosphere in all classes. Teachers need guidance in when and how to correct their students effectively.

Teaching and learning summary

The provision meets the section standard. Teachers have appropriate qualifications and receive good support to ensure their teaching meets the needs of their students. Course design is based on appropriate coursebooks, and students' progress is monitored well. The teaching observed met the requirements of the Scheme. Attention needs to be paid to ensuring courses include strategies which help students to become independent learners.

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 checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 The staircase leading from the entrance at street level opens onto a reception space which is staffed when the school is open. Visitors are required to sign in and out but no record was being kept of the presence in the building of students attending trial classes. This was rectified during the inspection. There are four CCTV cameras that overlook the first floor and one that covers the entrance. The school has a major incident policy. There is a fire risk assessment but it is not satisfactory (see M1). Building risk assessments are in place but not all the actions listed in them had been carried out. Fire equipment is tested twice a year and fire evacuation drills take place at least four times a year. The fire wardens for the second and third floors are the teachers in the classrooms off which the fire escapes open. Teachers reported that they had done training walk-throughs for an evacuation but the current general manager had not yet had fire marshal training. There are clear evacuation posters but they are on the backs of classroom doors and are, therefore, not visible when the doors are kept open, in hot weather for example. There are only two first aiders on the staff, a teacher and the general manager.

W2 Pastoral care is provided by all members of staff. Students reported that staff were consistently friendly and helpful. Students are informed of local religious institutions on request.

W3 The general manager is also in charge of welfare and is identified as such to students at induction, in the welcome pack and handbooks, and on posters in the classrooms.

W4 There is a suitable policy and procedure for dealing with abusive behaviour, although the language used is sometimes too difficult for lower-level learners. There is a Prevent risk assessment for the school and training for the two Prevent leads and other members of staff has been provided by an external training organisation, and by a local government Prevent co-ordinator.

W5 This number is included in pre-course information for students and is repeated at induction. The emergency phone is currently held permanently by one member of staff but arrangements were made during the inspection to share it with another member of staff.

W7 Relevant information is included in the welcome pack and on noticeboards in the school.

Accommodation profile

Comments on the accommodation seen by the inspectors

The only accommodation provided is sourced through an accommodation agency that is registered with the British Council. No accommodation was seen by the inspectors. There is a relatively low demand for accommodation in homestays and residences; the majority of students find their own accommodation.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W10 The accommodation agency used by the school inspects all accommodation it offers for safety and suitability before students are placed.

W11 All accommodation is inspected by the agency at least once every two years.

W13 Students' requests for accommodation are forwarded by the school to the accommodation agency. When a booking is confirmed, the confirmation letter, details about the accommodation and the approximate time and cost of travel are sent to the student. There is an incorrect reference to 'host families' in the school's homestay documentation.

W14 There is an initial feedback questionnaire that relates solely to accommodation. This is in addition to the general initial feedback questionnaire. Problems were addressed quickly and the action taken recorded.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W16 There is a question about the number of students staying in the same homestay in the initial accommodation student feedback forms.

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

The school uses the British Council-registered agency for residential accommodation for students over the age of 18. There were no students in residential accommodation during the inspection.

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

Comments

W24 There is advice in the welcome pack about risks to avoid when renting flats or bed-sits but there is nothing about the effect on language learning of the possible loss of contact with speakers of English out of classroom hours.

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

Comments

W26 Students are informed of current events in London by their teachers and by rather limited displays on a noticeboard also used for other types of information.

W27 There is a limited year-round leisure programme, with monthly guided trips (with preparatory handout) to the nearby British Museum, free of charge for students, theatre visits with accompanying teacher once a term on average, and occasional trips to the National Gallery and sometimes the National Portrait Gallery. The programme is more extensive in the summer. The school also advertises excursions and activities organised by London-based tour providers.

W28 The school has a major incident policy that is issued to activity leaders. There are generic risk assessments

with specific material from the venues visited, although these are not adapted to or incorporated into the school's own assessments. Teachers sign risk assessments as having been read before departure.
W29 The guide who leads visits to the British Museum is trained; he is also DBS checked. Other visits involve one or more members of school staff who have experience of the activity in question.

Welfare and student services summary

The provision meets the section standard. Students are well cared for, accommodation is provided through an agency that is registered with the British Council, and there is a leisure programme, albeit a limited one. The safety of students is an area of concern, however, as the building and fire risk assessments are inadequate.

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 type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

There are normally relatively few students aged under 18 enrolled on courses at the school. At the time of the inspection there was one 17 year-old student in the school.

C1 There is a detailed and comprehensive safeguarding policy in place. It indicates that the general manager/welfare officer is in charge of child protection but does not name her. This was rectified immediately following the inspection.

C2 New employees are issued with the policy at induction and it is available to others from a link on the website. The designated safeguarding lead has specialist training; the principal completed advanced training soon after the inspection ended and can cover for the lead in her absence. All other members of staff have basic training.

C4 Recruitment procedures are in line with safer recruitment best practice. DBS checks were on file for all members of staff.

C5 Students under the age of 16 are not normally enrolled in the school. In recent months, however, two 15 year-olds had been allowed to study in classes with over 18s in exceptional circumstances. They were allowed to do so on condition that they were accompanied by their mothers.

C6 A clear description of the extent to which the school provides supervision of 16 and 17 year-old students is provided for their parents/guardians and they consent to this in writing.

C7 The provider requires the parents/guardians of under-18 students to make arrangements for their accommodation and to confirm that they have done so in writing with home and accommodation contact details. Homestay accommodation may be booked for the students through the British Council registered agency used by the provider, but under 18 students are not permitted to live in residential accommodation.

C8 The welcome pack indicates the office and emergency phone numbers of the school and the school ensures that it has 24-hour contact details for the parents/guardians of the students.

Care of under 18s summary

The provision meets the section standard. Most aspects of care of under 18s are rigorous and are implemented efficiently, but the designated safeguarding lead should be named in the policy.