

|                   |                                       |
|-------------------|---------------------------------------|
| Organisation name | Riversdown House, Warnford, Hampshire |
| Inspection date   | 19–20 April 2016                      |

| Section standard  | Met                                 | Not met                  |
|---|-------------------------------------|--------------------------|
| <b>Management:</b> 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"/> |
| <b>Resources and environment:</b> 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"/> |
| <b>Teaching and learning:</b> 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"/> |
| <b>Welfare and student services:</b> 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 checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

### Recommendation

We recommend continued accreditation.

### Summary statement

The British Council inspected and accredited Riversdown House in April 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/education/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This small private language school offers residential courses in professional English for adults (18+) and for closed groups of adults (18+).

Strengths were noted in the areas of premises and facilities, accommodation and leisure opportunities.

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

## Organisation profile

| Inspection history  | Dates/details  |
|---|--|
| First inspection  | October 2008   |
| Last full inspection  | October 2012   |
| Subsequent spot check (if applicable)                             | N/a  |
| Subsequent supplementary check (if applicable)                    | N/a  |
| Subsequent interim visit (if applicable)                          | N/a  |
| Current accreditation status                                      | Accredited   |
| Other related non-accredited activities (in brief) at this centre | Cross-cultural training  |
| Other related accredited schools/centres/affiliates               | N/a  |
| Other related non-accredited schools/centres/affiliates           | Schools in Finland and Sweden and subsidiaries in Sweden (Malmo) and Germany |

## Private sector

|                                |   |
|--------------------------------|---|
| Date of foundation             | 1990  |
| Ownership                      | Richard Lewis Communications; Limited company 02450981. |
| Other accreditation/inspection | N/a   |

## Premises profile

|  |   |
|--|---|
| Address of main site   | Riversdown House, Warnford SO32 3LH   |
| 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   | Riversdown House is located in rural Hampshire, about ten miles from Winchester. The school is accommodated in historic buildings set in gardens and extensive grounds. In Riversdown House there is student accommodation, a dining room, living room and television room. In Garswood House there is student accommodation, a relaxation area and a room equipped for giving presentations. In the "Chicken Shed" there are 16 training rooms, a student computer area, a teachers' room, a large relaxation area where hot and cold drinks are available and offices. External facilities include a nine-hole golf course, three tennis courts, a sauna, a gym and an outdoor swimming pool. |

| Student profile   | At inspection  | In peak week: July (organisation's estimate)              |
|---|----------------|---|
| Of all international students, approximate percentage on ELT/ESOL courses | 100            | 100   |
| <b>ELT/ESOL students</b> (eligible courses)                               | At inspection  | In peak week  |
| Full-time ELT (15+ hours per week) 18 years and over                      | 3              | 14  |
| 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                                      | 0              | 0   |
| Part-time ELT aged 16–17 years  | 0              | 0   |
| Part-time ELT aged under 16 years   | 0              | 0   |
| <b>Overall total</b> ELT/ESOL students shown above                        | 3              | 14  |
| Minimum age   | 18             | 18  |
| Typical age range   | 30–55          | 30–55   |
| Typical length of stay  | 1–2 weeks      | 1–2 weeks   |
| Predominant nationalities   | Swiss, Swedish | Finnish, German, Swiss, French, Swedish, 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  | 0              | 1   |

| <b>Staff profile</b>                             | <b>At inspection</b> | <b>In peak week<br/>(organisation's estimate)</b> |
|--|----------------------|---|
| Total number of teachers on eligible ELT courses | 3                    | 14  |
| Number teaching ELT under 10 hours/week          | 1                    |   |
| Number teaching ELT 10–19 hours/week             | 0                    |   |
| Number teaching ELT 20 hours and over/week       | 2                    |   |
| Total number of administrative/ancillary staff   | 5                    |   |

### Academic staff qualifications to teach ELT/ESOL

| <b>Profile in week of inspection</b>  |                                 |
|---|---------------------------------|
| <b>Professional qualifications</b>  | <b>Total number of teachers</b> |
| Diploma-level ELT/TESOL qualification (TEFLQ)                                   | 2                               |
| Certificate-level ELT/TESOL qualification (TEFLI)                               | 2                               |
| Holding specialist qualifications only (specify)                                | 0                               |
| YL initiated  | 0                               |
| Qualified teacher status only (QTS)   | 0                               |
| Rationale(s) required for teachers without appropriate ELT/TESOL qualifications | 0                               |
| <b>Total</b>  | <b>4</b>                        |

These figures include the academic manager(s)

### Comments

The academic manager was not teaching during the inspection, but is regularly scheduled to teach.

### Course profile

| <b>Eligible activities</b>   | <b>Year round</b>                   |                                     | <b>Vacation</b>          |                          | <b>Other - N/a</b>       |                          |
|--|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|  | 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<br>(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<br>English for Executives) | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teacher development<br>(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 year-round intensive English language training, the majority of courses being for business people. During the inspection, one of the students was enrolled for an intensive course of general English. Occasionally small groups are enrolled, but the majority of students are taught on intensive one-to-one courses.

### Accommodation profile

| <b>Number of students in each at the time of inspection (all students on eligible courses)</b> |               |                  |
|--|---------------|------------------|
| <b>Types of accommodation</b>  | <b>Adults</b> | <b>Under 18s</b> |
| <b>Arranged by provider/agency</b>   |               |                  |
| Homestay   | N/a           | N/a              |

|   |     |     |
|---|-----|-----|
| Private home  | N/a | N/a |
| Home tuition  | N/a | N/a |
| Residential   | 3   | N/a |
| Hotel/guesthouse  | N/a | N/a |
| Independent self-catering e.g. flats, bedsits, student houses | N/a | N/a |
| <b>Arranged by student/family/guardian</b>                    |     |     |
| <i>Staying with own family</i>                                | N/a | N/a |
| <i>Staying in privately rented rooms/flats</i>                | N/a | N/a |
| <b>Overall totals adults</b>                                  |     |     |
|   | 3   | N/a |
| <b>Overall total adults + under 18s</b>                       |     | 3   |

## Introduction

Riversdown Languages International is a division of Richard Lewis Communications Ltd. (RLC), founded in 1990. RLC also offers programmes in communication skills and cross-cultural training. The language school, the headquarters of RLC and cross-cultural training courses are located at Riversdown House.

The founder, Richard Lewis, is no longer involved in the day-to-day running of the language school, but he and another family member are directors of the company.

The school runs year-round intensive one-to-one courses in English as well as small-group courses for business people from the same organisation. The average length of these courses is one to two weeks. One-to-one courses run from 09.00 to 17.00 with a maximum of eight 40-minute sessions. Students can opt for a programme of one-to-one lessons combined with guided self-study sessions. All students live in the on-site residential accommodation and take meals together with management and staff. Almost all students are sponsored by their companies.

The inspection took place over a day and a half. The inspectors had meetings with one of the directors, the centre manager, the director of studies (DoS), the accountant, the school secretary, the head of maintenance and estate management, the assistant domestic manager, the teachers and the students. One inspector visited the on-site residential accommodation.

## Management

### Legal and statutory regulations

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

### Comments

M1 The items sampled were satisfactory.

### Staff management

| Criteria                    | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|-----------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| M2 Management structure     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M3 Duties specified         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input type="checkbox"/>            |                          |
| M4 Communication channels   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| M5 Human resources policies | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                          |
| M6 Qualifications verified  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| M7 Induction procedures     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |                          |

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

#### Comments

M2 There is a clear management structure and despite various changes of centre manager over the last few years, continuity has been assured because of the considerable length of service of the director of studies, many of the teachers and other staff members. One of the directors has been available to support and guide the new managers and can deputise for them.

M4 There are regular and minuted meetings between the centre manager and the directors of the company. Teachers and administrative staff have weekly meetings and there is a mid-week meeting for teachers with responsibility for course planning. Much of the communication is informal and staff work closely together.

M5 RLC policies and procedures are clearly outlined in a staff handbook. External advice is available when required.

M8 There is an annual appraisal system in place for all staff and a clear policy and procedures for dealing with unsatisfactory performance.

M9 Professional development is encouraged and in-house training events for teachers are regularly organised. First aid training has recently been undertaken by a number of staff and the centre manager has attended some external marketing 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 type="checkbox"/>            |     |
| M11 Information on course choice       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| M12 Enrolment procedures               | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |     |
| M13 Contact details                    | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |     |
| M14 Student attendance policy          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |     |
| M15 Students asked to leave course     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |     |

#### Comments

M11 Students receive an individualised service in terms of information and advice before they arrive. School staff liaise closely with tour operators and company training departments to gather relevant information about students' needs pre-arrival.

#### Quality assurance

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

#### Comments

M16 All the points have been considered and appropriate action has been taken on most points.

M18 There are interim midweek and two end-of-course questionnaires. A summary of the feedback and actions taken are summarised each month. Teachers, during the one-to-one lessons, check regularly that the students are satisfied with every aspect of their course.

#### Publicity

| Criteria                         | Not met                  | Met                                 | Strength                 | See comments                        | N/a |
|----------------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|-----|
| M21 Accessible accurate language | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| M22 Realistic expectations       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |     |

|                          |                                     |                                     |                          |                                     |                          |
|--------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|
| M23 Course descriptions  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |                          |
| M24 Course information   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | N/a                      | <input type="checkbox"/>            |                          |
| M25 Costs                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| M26 Accommodation        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| M27 Leisure programme    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| M28 Staff qualifications | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | N/a                      | <input type="checkbox"/>            | <input type="checkbox"/> |
| M29 Accreditation        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | N/a                      | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

#### Comments

There is a brochure which is downloadable from the website and available in 11 languages. The website has recently been updated.

M21 Both the website and brochure are written in clear and accessible English.

M25 The costs are clear. There is no information about cancellation terms or a refund policy.

M29 The marque does not include "for the teaching of English in the UK", but publicity includes information about cross-cultural and golf courses and also comments on the schools not in the UK. At the start of the inspection publicity incorrectly stated that the school was accredited by English UK. These points were addressed during the inspection.

#### Management summary

The provision meets the section standard. The management of the provision operates to the benefit of its students, generally in accordance with its publicity. Communication within the school and with students is very good.

### Resources and environment

#### Premises and facilities

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

#### Comments

R1 Teaching rooms, office space, relaxation areas, the gardens and the extensive grounds provide ample space and a very comfortable environment for students and staff.

R2 There is a continuing programme of refurbishment which is currently focused on the residential accommodation. The teaching premises are in need of some attention in places.

R3 The size of the training rooms is appropriate for one-to-one lessons and two are large enough to take small groups. There are enough training rooms to usually leave an empty room between those in use in order to eliminate any intrusive noise. They are all light and airy with windows facing onto the open countryside. The furniture is well arranged to allow easy interaction between teacher and student across a large desk and easy viewing of the flat screen and the whiteboard.

R4 There is a large central area in the teaching premises where students can relax between lessons and there are various areas for relaxation in the main house and the residential house. Students are welcome to walk around the large gardens or to make use of the outdoor sports facilities. Meals are included in the course fee and are well-prepared and very much appreciated by the students. Hot and cold drinks and refreshments are freely available throughout the day.

#### Learning resources

| Criteria                           | Not met                  | Met                                 | Strength                 | See comments             | N/a |
|------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|-----|
| R7 Learning materials for students | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input 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 type="checkbox"/>            |                                     |

#### Comments

R8 There is a large stock of teaching resources and materials which has been built up over time and is well organised.

R9 Appropriate technology is available for use in the training rooms and teachers' room. There is also a room equipped with technology for giving presentations. Teachers receive support and training.

R10 Students have allocated time for guided self study which they can do in their training room or in a quiet area equipped with three computers with bookmarked websites.

#### Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning resources and comfortable and pleasant premises support and enhance the studies of students enrolled with the provider and offer an appropriate professional environment for staff. *Premises and facilities* is an area of strength.

### Teaching and learning

#### Academic staff profile

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

#### Comments

None.

#### Academic management

| Criteria                            | Not met                             | Met                                 | Strength                            | See comments                        | N/a                                 |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| T6 Deployment of teachers           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| T7 Timetabling                      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                                     |
| T8 Cover for absent teachers        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |                                     |
| T9 Continuous enrolment             | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

#### Comments

T6 One teacher is deployed as the main or programming teacher for each student and the matching is carefully considered and discussed. The field of work, experience and interests of the students are taken into account, as well as their language experience and learning needs. Each student is taught by a team consisting of the main teacher and two others.

T7 Each student has their own timetable and the scheduling of the lessons and guided self-learning sessions is adjusted according to the course and student's requirements.

T10 External speakers make presentations in-house which teachers can attend. These have included sessions on presentations and cross-cultural communication. Other sessions on ELT methodology and practice have been

arranged internally. However, neither the DoS nor teachers have attended any external training or conferences, which would offer the opportunity of acquiring new perspectives and exchanging ideas with other academic managers and teachers outside the organisation.

T11 The policy is to observe each teacher once a year. However, some teachers who are employed for short periods or on a part-time basis have not been formally observed either at all or not for several years. The observation form has a section to note areas to develop or skills to work on, but there are no effective arrangements in place to monitor or record the progress made in these areas.

### Course design and implementation

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

#### Comments

T12 There are guidelines for course design which include a balance of skills' work, grammar, pronunciation and functions. Each course is tailor-made to the needs of each student.

T13 The content can be adjusted and modified by the programming teacher during the course after regular reviewing with the student and other teachers on the team.

T15 Teachers help students to develop study and learning strategies as part of their course. These include learning of new vocabulary with cards, providing hints on how to organise the student file and guidance in how to use websites and applications for self-study work.

T16 Students have ample opportunities for developing their language outside the classroom. Break times and meal times are shared with managers, staff and teachers. Day-time excursions and evening activities, led by teachers, provide further opportunities for practice.

### 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| T18 Monitoring students' progress | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |                                     |
| T19 Examination guidance          | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" 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 Information is initially received for each student and the DoS also conducts telephone or online meetings with most students and makes detailed notes and draws up an appropriate programme. On arrival a further analysis of needs and level is conducted.

### Classroom observation record

|                                |   |
|--------------------------------|---|
| Number of teachers seen        | 3   |
| Number of observations         | 6   |
| Parts of programme(s) observed | One-to-one English for professionals and general English. |

#### Comments

Each teacher was seen by both inspectors.



## 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 type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |     |
| T29 Evaluating student learning            | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |     |
| T30 Student engagement                     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |

### Comments

T23 Teachers demonstrated sound knowledge and awareness of language, particularly of grammar and pronunciation. In most cases the explanations offered were clear and the models provided were, with a few exceptions, in line with current practice in business English.

T24 The content of the lessons was generally linked to areas identified in the needs analyses and the materials chosen were appropriate. However, there was no evidence of exposure to authentic materials which could have been very helpful, particularly when preparing presentations.

T25 Lessons generally followed a coherent sequence of activities and learner outcomes were identified.

T26 There was an appropriate range of techniques which included effective eliciting of ideas and vocabulary, the use of timelines and gestures and giving the student the time to reflect and respond. In most cases understanding was checked, but there was very little concept checking and explanations were sometimes lengthy.

T27 The physical layout of the training rooms was appropriate and materials and resources such as learning cards and worksheets, tablet computers and mobile devices were used competently.

T28 Errors were picked up and there were various techniques used for giving feedback and leading students to the correct form.

T29 Reference was often made to work covered in previous lessons and time was allowed for recap and review of learning at the end of the lesson. Students were given the chance to evaluate their learning and to identify areas that needed more clarification or practice.

T30 Teachers used the student's experience, interests and knowledge as a resource and personalised the materials and activities. Language was graded appropriately, rapport was good and the atmosphere was relaxed.

## Classroom observation summary

The teaching observed met the requirements of the Scheme and all the lesson segments observed were satisfactory. Teachers demonstrated a sound knowledge of the linguistic systems of English and generally provided clear and appropriate spoken and written models. The content of the lessons matched the student's needs and led to identified learning outcomes. Teaching techniques were appropriate, but the level of concept checking was not always adequate. The classroom environment and resources were generally managed well. Feedback was varied and effective and students were encouraged to assess their own learning. Using the students as a resource and personalising the lessons resulted in a very positive learning atmosphere with good rapport between teacher and student.

## Teaching and learning summary

The provision meets the section standard. Teachers have appropriate qualifications and are given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning are managed for the benefit of students. The teaching observed meets 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 type="checkbox"/>            |     |

|                                   |                          |                                     |                                     |                                     |                          |
|-----------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| W4 Dealing with abusive behaviour | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |                          |
| W5 Emergency contact number       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | N/a                                 | <input type="checkbox"/>            | <input type="checkbox"/> |
| W6 Transport and transfers        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" 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 Provision for the safety and security of students is appropriate to the ages of the students and the location of the school. Risk assessments have been carried out for all buildings and facilities on the site. Appropriate fire safety and electrical equipment checks take place. Staff, several of whom live on site, are always available to deal with problems and emergencies.

W2 The school is committed to providing high levels of care for the students, all of whom live onsite as part of the school community. Care and support is provided at all times: in lessons, during activities and relaxation times, at meal-times, and in their accommodation. Students commented very positively on this aspect of their experience.

W4 There are policies and procedures for dealing with abusive behaviour. The school is aware of its responsibilities with regard to the Prevent strategy. There is a general statement which describes the level of risk for their students and staff, but as yet the school does not have a full Prevent policy document and none of the staff have taken any Prevent training. They are working on both of these areas.

W6 Very thorough information is provided to individual students on their journey from the point of entry to the UK to the school. This is personalised for each student.

W7 Appropriate advice is given on all relevant areas in this criterion, either in writing or verbally.

#### Accommodation profile

##### Comments on the accommodation seen by the inspectors

All students live in the two onsite student residences. Garswood House contains seven en-suite student rooms, two rooms for staff and a lounge area (which can be used as a meeting room and for student presentations).

Riversdown House, which is where the communal rooms and dining room are located, contains seven student rooms which each have either en-suite or private bathrooms.

#### Accommodation: all types

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

#### Comments

W9 All rooms in the residential accommodation are furnished and equipped to a very high standard. Rooms at Garswood House have recently been renovated, and both houses offer a distinct character as well as high levels of comfort. The rooms have double beds, radios, telephones and Wi-Fi access, as well as access to tea and coffee-making facilities. All rooms are cleaned daily and laundry is done weekly, or more frequently on request.

W10 The residential accommodation is an integral part of the school's own premises. It has been designed to suit the needs of the students, and any necessary adjustments have been made. This includes safety checks, especially in the rooms in Riversdown House where there are low roof beams with appropriate warning signs.

W11 All rooms are thoroughly inspected and prepared before each student arrives, which is usually weekly.

W15 Three meals a day are provided for all students in the dining room in Riversdown House. Students and staff eat together. Meals are freshly prepared and cooked by the domestic staff and a healthy, balanced and varied diet is provided. Special diets can be catered for. The students in the focus group praised the standard of food.

**Accommodation: homestay**

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

**Comments**

The school does not offer homestay accommodation.

**Accommodation: residential**

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

**Comments**

W22 All rooms and communal areas are cleaned daily by in-house domestic staff.

**Accommodation: other**

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

**Comments**

None.

**Leisure opportunities**

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

**Comments**

W26 Information about local events and cultural activities and how to get to them is given to the students. During activities, meals and relaxation periods, staff will informally suggest and discuss places to go and events that are happening locally. This is in addition to the organised leisure programme.

W27 A programme of activities is arranged throughout the week in the day time between lessons and in the evening. This is responsive to student needs and requests but during the week it usually consists of pub visits, trips to local villages, evening talks from a visiting speaker, activities such as Scottish dancing, and table tennis, as well as use of the sports and health facilities available on site (including three tennis courts, a nine-hole golf course, bicycles for student use, a gym, a sauna and an outdoor swimming pool). There is a weekly trip to Winchester led by one of the teachers and on Saturdays there are excursions to other cities. All activities are well prepared and well resourced.

W28 Risk assessments have been prepared for all the on-site facilities. Risk assessments for the activities are brief and there is no procedure by which the member of staff leading the activity refers to them and signs them off.

W29 A golf professional is employed by the school to help and instruct students who wish to use the golf course. Students use the sports facilities at their own risk and this is made clear to them.

### **Welfare and student services summary**

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The provision meets the section standard and exceeds it in some respects. Students' needs for safety and security, pastoral care and information are well met. The accommodation is of a very high standard. Leisure activities are an integral part of the student experience and are well organised. *Accommodation* and *leisure opportunities* are areas of strength.

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