

Organisation name	Rose of York Language School, London
Inspection date	26–27 September 2017 and 10 August 2018

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

### Recommendation

We recommend continued accreditation.

### Summary statement

The British Council inspected and accredited Rose of York Language School London in September 2017 and August 2018. 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 private language school offers courses in general English for adults (16+) and courses for under 18s.

Strengths were noted in the areas of student administration and quality assurance.

The inspection report noted a need for improvement in the area of publicity.

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

## Organisation profile

Inspection history	Dates/details
First inspection	January 2005
Last full inspection	September 2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	August 2018
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	None
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

## Private sector

Date of foundation	1989
Ownership	Name of company: Rose of York Limited Company number: 02925053
Other accreditation/inspection	N/a

## Premises profile

Address of main site	45 Oxford Street, London W1D 2DZ
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	<p>The school is situated on three floors of a retail building in central London. The entrance is on the ground floor and stairs lead to the reception on the first floor. In the same area there is a partition wall behind which the managing director and director of studies work. Other administrative staff work in reception. On the same floor there is a student lounge, an outside student terrace and a short staircase leads to the female toilet and two classrooms. The second and third floors both have two classrooms and a staircase leads to the teachers' room in the loft. The male toilet is on the second floor.</p> <p>At the time of the supplementary visit extensive maintenance and repair work was being carried out by the owner of the premises, with the result that two of the classrooms were not in use. The work started in March 2018 and is due to be completed by the end of August 2018.</p>

## Student profile

	At inspection		In peak week: July	
	2017	2018	2017	2018
Of all international students, approximate percentage on ELT/ESOL courses	100		100	
<b>ELT/ESOL students</b> (eligible courses)	At inspection		In peak week	
	2017	2018	2017	2018
Full-time ELT (15+ hours per week) 18 years and over	46	34	66	42
Full-time ELT (15+ hours per week) aged 16–17 years	10	8	20	5
Full-time ELT (15+ hours per week) aged under 16	0	12	36	27
Part-time ELT aged 18 years and over	4	14	9	12

Part-time ELT aged 16–17 years	0	1	0	0
Part-time ELT aged under 16 years	0	0	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>60</b>	<b>69</b>	<b>131</b>	<b>86</b>
Junior programmes: advertised minimum age	12	12	12	12
Junior programmes: actual minimum age	12	12	11	12
Junior programmes: advertised maximum age	16	16	16	16
Junior programmes: actual maximum age	16	16	17	15
Junior programmes: predominant nationalities	Italian	Saudi, Japanese	Russian, Italian	Czech
Adult programmes: advertised minimum age	16	16	16	16
Adult programmes: actual minimum age	16	16	15	16
Adult programmes: typical age range	20–35	20–25	25–50	20–30
Adult programmes: typical length of stay	20 weeks	7 weeks	7 weeks	6 weeks
Adult programmes: predominant nationalities	Italian, Turkish, Japanese 2018: Turkish, Japanese		Italian, Turkish, Russian 2018: Turkish, Japanese	

Staff profile	At inspection		In peak week (organisation's estimate)
	2017	2018	
Total number of teachers on eligible ELT courses	4	7	7
Number teaching ELT 20 hours and over a week	4	4	
Number teaching ELT under 19 hours a week	0	3	
Number of academic managers for eligible ELT courses	1	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	5	
Total number of support staff	6	6	

#### Academic manager qualifications profile

Profile at inspection (2017 and 2018)	
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)	N/a
<b>Total</b>	1
Comment	

The academic manager was not teaching during the inspection.

#### Teacher qualifications profile

Profile in week of inspection		
Professional qualifications	Number of teachers	
TEFLQ qualification	0	1
TEFLI qualification	4	5
Holding specialist qualifications only (specify)	0	0
YL initiated	0	1
Qualified teacher status only (QTS)	0	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0	0
<b>Total</b>	4	7

## Comments

The teacher for the young learner programme has an initial certificate for teaching young learners.

## Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input 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 checked="" 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 main course for adults is the standard general English course, which runs for 15 hours a week in the morning and afternoon. The semi-intensive English programme comprises the standard course and three and three-quarter hours of option classes a week. These classes usually offer additional practice in conversation. Students can make their course more intensive by following two option classes a day. One-to-one classes are offered as required and can be combined with any of the standard course options.

Courses to prepare students for external English examinations and IELTS are arranged on demand, as are English for specific purposes programmes. The school also arranges teacher development courses, which include language improvement, teaching methodology and sometimes CLILL (content-led integrated language learning).

The junior programmes run in the winter, spring and summer school holidays. They provide a standard general English programme of 15 hours a week combined with a full-time leisure programme. The course may include preparation for external English examinations if required. Closed group junior courses are arranged on demand. A course for young learners was running at the time of the supplementary visit.

The breakdown of courses is as follows: 50 per cent - general English for adults; 35 per cent - specialised English courses; 10 per cent - junior programmes; five per cent - teacher development courses. A small proportion of ESP courses are taught on a one-to-one basis.

## Accommodation profile

### Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults		Under 18s	
	2017	2018	2017	2018
<b>Arranged by provider/agency</b>				
Homestay	1	4	0	3
Private home	0	0	0	0
Home tuition	N/a	N/a	N/a	N/a
Residential	4	4	0	1
Hotel/guesthouse	0	0	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0	0	0
<b>Arranged by student/family/guardian</b>				
Staying with own family	5	1	0	0
Staying in privately rented rooms/flats	40	40	10	16

<b>Overall totals adults/under 18s</b>	50	49	10	20
<b>Overall total adults + under 18s</b>	2017: 60; 2018: 69			

## Introduction

Since the 2013 full inspection both the school's premises and ownership have changed. The managing director purchased the company in July 2015, which triggered a spot check in September 2015. The report stated that the majority of the points highlighted in the last inspection in March 2013 and in a subsequent interim inspection in February 2015 had been addressed. No grounds were identified for bringing the next full inspection forward. At the end of February 2017 the school moved to its new premises in Oxford Street from its previous location in Marylebone.

The full inspection lasted one and a half days. Interviews were held with the managing director, the director of studies (DoS), the head of operations, the accommodation and welfare officer, and the social events organiser. Focus group meetings were held with the teachers, the adult students, the under 18s, and a group leader. All four teachers were observed by both inspectors, and one inspector visited a homestay provider and a year-round student residence.

A supplementary visit to focus on junior provision for under 16s took place in August 2018. The inspector had interviews with the DoS, the accommodation and welfare officer, one activity leader, and two relatives of students aged under 16. Focus group meetings were held with the under 16s and with the teacher of the under 16s group. The teacher was observed.

On the young learner programme taking place during the supplementary visit there were 12 students aged from 12 to 15. In the later courses the numbers are eight in the week following the visit and three in the week after that. There are no enrolments for the last two weeks of the programme.

## Management

### Legal and statutory regulations

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

#### Comments

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 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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 defined structure of management with responsibilities and lines of reporting made clear. Arrangements for covering roles are in place and known by the relevant staff.

M3 Job descriptions are available for all staff with a full and practical description of their duties and responsibilities. Several posts have detailed operational handbooks, which provide useful information about carrying out the job successfully. Safeguarding duties are included in the relevant job descriptions, but the specific safeguarding roles

are not clarified.

M4 There is a range of formal and informal meetings, which ensure good communication in the school. The management and administrative staff share the same office space, which promotes on-going discussion and exchange of ideas. Minutes of more formal meetings were noted on file. Staff were positive about the effectiveness of communication within the school.

M5 Human resource procedures are thorough. Policies provide appropriate and systematic guidelines on best practice and the ongoing use of an external management consultancy supports good practice and compliance with statutory requirements.

M6 Personnel files are well organised, allowing management to keep track of all documentation which verifies the qualifications and experience of employees.

M7 Induction procedures are well documented and thorough. Checklists are used to ensure that the induction of new staff systematically provides a full introduction to an employee's duties and the school's policies and ethos.

M8 All staff are monitored and supported in their work. They are formally appraised once a year and receive guidelines on the procedures and standards that are used as the basis of their appraisal. Appraisal also forms part of the initial management of the performance of new employees. Completed appraisal records were noted on file.

M9 The school actively promotes the continuing professional development (CPD) of its staff and the timetable of the wide range of development activities undertaken by all staff was seen, including records of staff visiting external training centres.

### Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 Students commented positively about the helpfulness and friendliness of the staff. The layout of the reception area promotes staff-student contact and ensures that there is constant support and backup to handle changing volumes of work.

M11 Most courses are booked by overseas educational partner agencies, who provide mother tongue support to potential clients. In addition, staff with a TEFL background are readily available in reception.

M13 Student information is entered into the database at the time of enrolment. This is supplemented by the completion of a registration form on arrival. All the required information is stored on individual student records, including notes about the English language competence of named emergency contacts. Records sampled were accessible and complete. The database is available twenty-four hours a day via remote access.

M14 There are clear policies on attendance and punctuality, which are made known to students. Lack of student compliance results in warning letters and other sanctions. Procedures for checking attendance of under 18s were noted during the inspection.

### Quality assurance

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

### Comments

M17 The change in ownership of the school and the relocation to new premises has resulted in a review of the effectiveness of all the services that the school provides.

M18 In addition to end-of-course feedback questionnaires, the school runs surveys on different aspects of its

provision. One was noted which sought student views on the leisure programme offered. Feedback scores are monitored and routinely discussed by school managers. Aggregate scores are regularly checked to monitor the relative success of the school's services. Feedback is circulated to relevant staff and any action taken is recorded on the completed questionnaire. Young learners are asked for feedback on the first Wednesday of their course and on every Wednesday thereafter.

M20 Students are given a complaints procedure. This is communicated via a variety of media to assist students. It also provides guidelines on obtaining an independent opinion from an official ombudsman if required. Complaints are dealt with systematically and logged appropriately.

### Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 consists of a brochure, leaflets and a website where it is also possible to download a number of files containing information on the school's courses, services and policies.

M21 The balance of text and visuals makes the publicity generally easy to use. However, accessibility is sometimes reduced through the occasional use of complex language in the school's policies.

M22 Claims about the provision and facilities are sometimes exaggerated. No evidence is provided to support statements about the 'excellence' and 'innovation' of the provision. The description of the facilities available is not always accurate.

M24 Course information was provided and generally easy to find. However, there was some evidence one or two students had been accepted on courses just outside the maximum and minimum ages given.

M26 Some statements about accommodation imply that the school personally provides and inspects all the homestay provision. However, the majority is managed by agencies registered with the British Council and not by the school itself.

### Management summary

The provision meets the section standard and exceeds it in some respects. The management and administration systems operate to the benefit of students and staff. Communications work well. There are satisfactory arrangements for the monitoring and professional development of staff. The general administration of students is effective and efficient. There are some good procedures in place to monitor the quality of the services offered. However, information on the school's website and in its brochure is sometimes inaccurate. There is a need for improvement in *Publicity*, *Student administration* and *Quality assurance* are areas of strength.

## Resources and environment

### Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

R2 The premises are in a good state of repair, cleanliness and decoration. The reception area is attractive and provides a welcoming atmosphere for arriving students.

R3 Although two classrooms cannot be used during the renovation of the premises, there is a sufficient number for the current student body.

R4 There is a small student lounge and outside terrace where students can bring in food they have purchased at the many food outlets located near the school. Chilled water is available in the lounge.

R5 Clear signage assists students in finding their way around. Classrooms and common areas have a range of board displays, which provide appropriate educational, cultural and administrative information. Display boards are well maintained and attractively designed to promote interest and accessibility.

R6 The staffroom is located in the loft and provides sufficient work and storage space for all teachers working at the school. Teachers confirmed that its location and facilities allowed them to carry out their work in comfort.

#### Learning resources

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

#### Comments

R7 All students are required to purchase a textbook. Junior students follow coursebooks designed for students still at school.

R8 There is a stock of up-to-date supplementary materials and resources for teachers, which is accessible and organised by content. Facilities for the production and reproduction of materials are available in the staffroom. A subscription to an online ELT resource website means that teachers have searchable access to a wide range of additional materials as required.

R12 Teachers are asked to provide regular feedback on the materials they use, and complete a questionnaire on the coursebook they have been using at the end of each term. This results in a systematic evaluation of the coursebook used and an analysis of possible future choices.

#### Resources and environment summary

The provision meets the section standard. The general environment of the centre supports the studies of students and the work of staff. There are sufficient and appropriate teaching and learning resources. Resources are reviewed and developed in a systematic way.

#### 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 checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Comments**

T6 Teachers are timetabled according to their expertise, experience and interest in developing new skills. Teachers are allocated to the junior programme based on their experience of teaching younger students.

T7 Staggered timetables ensure an effective use of the classrooms and available resources. This also prevents contact between junior and adult students. Both teachers and students reported the timetable was efficient and that room and teacher allocations were communicated in good time.

T8 As the standard adult course is taught both in the afternoon and in the morning there are usually teachers available to cover any absences.

T9 There are effective procedures for managing continuous enrolment. While new students are being tested on Monday, existing classes consolidate the work from the previous week. Teachers use a range of techniques to help new students integrate academically and socially into the school.

T10 There are arrangements to ensure appropriate guidance and support for teachers. In-service training sessions take place every two months and a CPD plan is produced for the whole year. Some training sessions are linked to teachers' needs identified during lesson observations. Teachers attend external training sessions at other London venues and report back to colleagues. Peer observation is encouraged and there was evidence that this was taking place. Teachers on the junior programme are very well supported; they are given a weekly scheme of work, which they discuss with the DoS in order to ensure that it meets the needs and interests of new and existing students.

T11 All teachers are observed at least once a year close to the time of their annual appraisal. New teachers are observed early in their employment. The observation forms are comprehensive and clearly indicate strengths and weaknesses. At the same time, they provide guidelines on strategies for improvement. Teachers are also asked to give written feedback on the observation process. Teachers reported they found any face-to-face discussion of their own teaching with the DoS to be very useful, and regarded lesson observation as an important part of their own professional development.

**Course design and implementation**

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

**Comments**

T12 The course designs for both adult and junior courses use up-to-date coursebooks, which follow the principles of modern language teaching methodology. Teachers produce a programme of work for each ten-week term based on the coursebook syllabus. The content of the junior programme has a more direct link with the leisure programme. The optional conversation classes have a weekly topic broken down into different sub-themes. Teachers are referred to websites and the stock of supplementary materials for appropriate resources.

T13 The school's policy is to review the design of courses on an ongoing basis. In addition, during the Monday class, when new arrivals are being tested, existing students have an opportunity to request further practice in those areas where they need extra support.

T14 Together with the students, teachers complete a brief weekly planner. This is then displayed in the classroom and reviewed at the end of the week.

T15 All adult students complete an independent learning plan (ILP) early on during their course. This focuses on personal learning objectives and promotes self-access strategies that will help students benefit from their studies during and after their course. The ILP is reviewed on an ongoing basis during tutorial sessions. The junior students' handbook provides advice to students on how they can use independent study skills to improve their English.

T16 The junior course contains content which relates directly to the leisure programme. Teachers working on the adult course are encouraged to link the course to the social programme. Examples of related resources developed by the school were seen.

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

#### Comments

T18 There is a test every five weeks. The mid-term test in week five is a progress test and in week ten there is an end-of-term test. Teachers write a report in the test week for each student, which is reviewed together with the ILP during the tutorial on the Friday following the test day.

### Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	All advertised programmes were observed.

#### Comments

The teacher of the under 16s group was observed during the supplementary visit.

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

#### Comments

T23 Teachers showed good knowledge of the linguistic systems of English and skill in demonstrating this to students. They always provided accurate and appropriate models of both spoken and written English.

T24 The content of the lessons was appropriate for the overall course objectives. Teachers knew their students well and were sensitive to their learning needs. However, sometimes the approach to the teaching of grammar was over-complicated, focusing too much on rules of form rather than use.

T25 Lessons were planned, and learning outcomes were usually made known to students. There was a logical progression through the segments observed and teachers were careful to signpost the different phases of the lesson and course overall. Course coherence was underlined with references to previous lessons and future activities, and timing and pacing were generally appropriate.

T26 A range of appropriate teaching and learning techniques was used to achieve the course objectives. Teachers

promoted student engagement through elicitation, and the most successful teaching used techniques to encourage student interaction and the personalised use of new language. Mingling, matching and information gap activities promoted a lively and dynamic atmosphere. Some teaching however, relied too heavily on the use of definition to explore the meaning and use of new words.

T27 A range of resources was used to facilitate learning. Whiteboard work was generally successful with layout and colour being used effectively to highlight linguistic systems. Technology was used appropriately, and audio inputs provided learners with authentic examples of language use. Pictures and cards promoted student interaction and interest.

T28 Some effective correction of errors was noted, including prompted self and peer correction. Teachers regularly praised students' successful contributions. However, in general there was insufficient feedback on inaccurate pronunciation and a lack of the exploitation of student mistakes as a source of learning.

T29 Teachers used appropriate concept questions, linguistic exercises and revision to evaluate whether learning was taking pace. However, teachers did not always monitor whether students could use new language in contexts additional to the original teaching input. Some teaching relied too heavily on asking students whether they had understood as a sign of learning having taken place. In other instances, there was insufficient attention given to monitoring the learning of individual students rather than the whole group.

T30 Teachers generally had an engaging and authoritative classroom presence, and there was a positive and good-humoured classroom atmosphere. Instructions were clear and checked. Most teachers effectively managed the grouping and re-grouping of students to promote interaction and learning. However, on occasion in some teaching there was an inappropriate balance between teacher and student speaking opportunities.

### **Classroom observation summary**

The teaching observed met the requirements of the Scheme. The teaching ranged from mainly good to satisfactory with some very good elements. Teachers displayed a sound knowledge of English and presented appropriate models for students to follow. Lessons were planned to meet the needs of students and the course objectives and classroom activities were coherent and purposeful. Techniques were varied and appropriate, with a number of suitable resources being used to enhance learning. However, overall there was insufficient correction of mistakes to help students and to promote learning. Teachers had a good presence in the classroom and generally managed their classes well.

### **Teaching and learning summary**

The provision meets the section standard. The teachers are appropriately qualified, and courses are well designed to meet the needs of students. Students' progress is carefully monitored, and programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme.

## **Welfare and student services**

### **Care of students**

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

### **Comments**

W1 Because of the direct access onto Oxford Street, there are stringent security measures in place, and access to the premises is by a buzzer with video entry system. There are CCTV cameras throughout the building with monitors in the main office. Fire drills are carried out on a regular basis and followed up by an email to all staff. There are measures in place to minimise the risks associated with adults and under 18s sharing the same premises. New risk assessments have been prepared to assess the risks involved with the scaffolding outside the building.

W2 All students receive very good personal care, and under 18s receive additional attention in regular meetings, either every two weeks for 16/17 year-olds and weekly for under 16s. There are always student services staff available at reception to give information and to offer advice, and students were very appreciative of the support and

individual attention that they received in the school.

W3 Students meet the DoS or director of operations during induction, and they are told that they should go to one of them if they have any personal problems. There are also posters with their photographs on noticeboards. Students said they would go to either with any problem.

W4 There are comprehensive policies and procedures in place for dealing with abusive behaviour. Simply worded, visual posters ensure students understand what behaviour is unacceptable and what they should do if they see or are subjected to abusive behaviour.

W7 Students are given information on the relevant items, including very helpful advice about their personal safety. However, some of the information found in the student handbook is not presented in language that would be accessible to younger students or students with a lower level of English.

### Accommodation profile

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

The school has some of its own homestays, and when necessary uses four British Council registered agencies to arrange homestay accommodation for both adult students and all students aged under 18. A choice of residences is arranged by five agencies, one of which is registered. At the time of the inspection one of the school's homestays and three residences were in use. The inspector visited the homestay and one residence. Both were within a 40-minute journey time from the school by public transport. The homestay has been used by the school for several years and provides single accommodation on a full board basis. The residence was completed last year and provides single en-suite rooms in two-bedroom flats with a shared small kitchenette for adult students. There are communal areas throughout the building such as work areas, a cinema, a spa, a bar and a restaurant.

### Accommodation: all types

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

#### Comments

W9 Both the homestay and the residence visited provided a very good standard of accommodation, which was clean, tidy and welcoming. The bedrooms were spacious with ample provision for storage, hanging clothes and studying. In the residence the adult students are provided with bed linen and towels on their arrival, and they do their own laundry during their stay in the laundrette facilities on site.

W10 All accommodation is visited initially for suitability, Gas Safe certificates are collected, and fire risk assessments checked. The school deals with the residential agencies, and through them checks that all the health and safety measures for the residences are in place. The accommodation officer also visits all the residences, both for suitability and to check the journey times by public transport.

W12 Information is recorded both on the database and on a spreadsheet. Information is detailed and kept updated.

W14 Students are asked about their accommodation and given a feedback form in their first week. Any actions taken are recorded. If the accommodation has been provided by one of the agencies, the school liaises with them to resolve any problem as quickly as possible, and there is evidence to show that this has been very effective.

### Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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					
None.					

#### Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Comments					
W22 There are different arrangements for students on adult and junior courses. Adult students are responsible for keeping their own rooms clean, and communal areas are cleaned on a regular basis. Bedrooms are cleaned regularly for students on junior courses.					
W23 All the residences provide 24-hour first aid provision.					

#### 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 Students are offered advice and support if they choose to go into their own accommodation. There is some information provided in the student handbook.					

#### Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
W26 The monthly social programme includes recommendations and information about interesting events and exhibitions in London. Student services staff are on hand to offer more advice and help with buying tickets. An external company is used for weekend trips to places of interest outside central London.					
W27 The monthly social programme is varied and planned to suit the interests of the current student body. The programme typically consists of walking tours, trips to museums and galleries, theatre trips, pub nights and a weekly tea party in the school. The events are well publicised, and teachers include pre-prepared activities about the visits in their lessons when possible.					
W28 Any staff member leading activities is given a useful handbook with guidance about all aspects of taking responsibility for a group of students, including the procedure to follow in the event of a critical incident. Risks are assessed by the leader for each trip based on a set of guidelines. At the time of the supplementary visit very thorough risk assessments had been prepared; they are venue specific and cover the risks associated with travel.					

#### Welfare and student services summary

The provision meets the section standard. The students are well cared for and their needs for security and information are met. Their needs for leisure activities are met, and detailed risk assessments have been prepared. The accommodation, provided both by the school and agencies is suitable and the management of the accommodation systems works to the benefit of students.

#### Care of under 18s

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

#### Comments

At the time of the full inspection there were ten students aged under 18. They were aged 16 and 17 and had come in a school group accompanied by two teachers. They were enrolled for lessons only and were integrated into the general English morning classes with the school's adult students. Their accommodation and leisure activities had been arranged by their agent.

At peak there were 56 students aged under 18 enrolled on the junior course. Of these, 11 were accommodated in homestays and 36 were accommodated in residential accommodation. The rest were staying with their own families or in accommodation arranged by their parents.

At the time of the supplementary visit there were eight students aged 16 to 17 on adult courses and 12 students aged from 12 to 15 on the young learner programme. In the later young learner courses the numbers enrolled so far are eight in the week following the visit and three in the week after that. There are no enrolments for the last two weeks.

C1 The safeguarding policy names the two designated safeguarding lead officers and includes procedures for dealing with allegations, a safer recruitment policy and a code of conduct for staff.

C2 All designated staff have received training at the appropriate levels and all staff have received basic awareness training.

C3 Useful information is found on the website about the level of care. It is made clear that 16 and 17 year-olds on adult courses are not supervised out of lesson times. The different degrees of supervision and rules applicable to different age bands are set out clearly on the parental consent form.

C5 Students under 16 are kept separate from adult students by the timetabling of staggered start times and breaks and using a separate floor with a toilet nearby. The junior course includes a leisure programme which has an appropriate variety of events and excursions every day. If parents or guardians choose a course option without a leisure programme they collect their children at the end of the morning lessons.

Students on the adult programme can join most of the events on the school's social programme and sufficient supervision ratios are in place.

C6 Children under 16 are brought to school by their parents or guardians. Age-specific rules are clearly set out for students and these are also made known to parents and guardians pre-arrival. There are different curfews set and these are discussed with the agencies, who pass on the requirement to the homestay providers. Group leaders are made aware of the rules.

C7 Students aged 16 and 17 can choose the half board option, and it is made clear to parents or guardians on the parental consent form that their child must have sufficient means to buy their own lunches. Students under 16 must enrol on a full board basis. Providers are well briefed about their responsibilities by agency staff. Group leaders are responsible for the supervision of their students in residential accommodation, and first aid provision is available 24/7. Students on the young learner programme running at the time of the supplementary visit were all living with parents, older siblings or guardians.

#### Care of under 18s summary

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.