

Organisation name	Skola English in Exeter
Inspection date	24–25 February 2015

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

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

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Skola English in Exeter in February 2015. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

Strengths were noted in the areas of staff management, academic staff profile, academic management, teaching, care of students, and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	1991
Last full inspection	June 2011
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	Work experience courses
Other related accredited schools /centres/affiliates	Other schools in the Skola Group
Other related non-accredited schools /centres/affiliates	N/a

Private sector

Date of foundation	1985
Ownership	Private limited company (Marble Arch International Schools Ltd)
Other accreditation/inspection	ISI

Premises profile

Address of main site	42 Longbrook Street Exeter EX4 6AE
Details of any additional sites in use at the time of the inspection	1 The Courtyard 48 New North Road Exeter EX4 4EP (used 9 months per year, March to November, 2/3 classrooms)
Details of any additional sites not in use at the time of the inspection	Exeter College Victoria House 33-36 Queen Street Exeter EX4 3SR (occasional use as overspill classrooms in the summer)
Profile of sites visited	The main premises in Longbrook Street occupy three floors and the attic of a late Victorian terraced house in the centre of Exeter. The property is owned by the provider. There are five classrooms spread over two floors and a teachers' room on the top floor. On the ground floor there is an office and reception area, another classroom, and a student relaxation area with a small outside patio. The annexe is three minutes' walk away in a modern office complex and contains three classrooms. It is owned by the school.

Student profile

	At inspection	In peak week July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	47	78
Full-time ELT (15+ hours per week) aged 16-17 years	0	19
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	3
Part-time ELT aged 16-17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	47	100
Minimum age (including closed group or vacation)	16	16
Typical age range	18-59 (average 30)	16-70 (average 30)
Typical length of stay	15 weeks	11 weeks
Predominant nationalities	Saudi Arabian,	Spanish, Saudi Arabian, Italian,

	Spanish, Libyan, Italian	Libyan
Number on PBS Tier 4 General student visas	3	5
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	22	8
Number on child visitor visas	0	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	11
Number teaching ELT under 10 hours/week	3	
Number teaching ELT 10-19 hours/week	2	
Number teaching ELT 20 hours and over/week	3	
Total number of administrative/ancillary staff	2	

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	6
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
Total	8

These figures include the academic manager(s)

Comments

The academic manager is regularly timetabled to teach outside the summer.

Course profile

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

Comments

Students aged 16+ are integrated into adult classes. Most courses are general English of either 15 or 21 hours per week. The 21-hour course includes afternoon communication classes or IELTS preparation. Some one-to-one classes are run.

A junior 'Forest School' summer programme for 11-14 year olds will run in July and August and will have a supplementary inspection.

An international foundation programme has been offered in the past, but as this has not run in the past 12 months, it is no longer being offered.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	17	0
Private home	0	0
Home tuition	0	0
Residential	1	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	1	0
Arranged by student/family/guardian		
Staying with own family	2	0
Staying in privately rented rooms/flats	26	0
Overall totals adults / under 18s		
	47	0
Overall total adults + under 18s		47

Introduction

English in Exeter is a year-round school offering general English for adults. Students aged 16 and over are accepted, but the vast majority of the students are mature adults ranging from early 20s to late 40s. About 70 per cent of the students come through agents or embassy contacts. Fifteen nationalities were represented at the time of the inspection, with approximately half of the students coming from countries in the Middle East. This is a typical profile year-round, although in the summer there are more European students. The school is actively marketing a new junior 'Forest school' summer programme for 11 to 14 year olds which will take place in Exmouth with students having lessons in the forest and staying in homestay accommodation. This will be visited in a separate supplementary inspection.

In June 2014 the ownership of the Skola group of companies changed. English in Exeter (under the registered company name of Marble Arch International Schools Ltd) separated from the rest of the group. It is still branded and marketed as part of the Skola group and retains informal operational links with the other companies in the group.

There have been a few adjustments to senior staff roles. The school manager is now full-time, a part-time finance manager has been appointed (2.5 days a week), and the academic manager is not timetabled to teach during busy periods of the year. The principal, who is also a director of the company, has a full-time management role in the school.

The inspection took place over one and a half days. The inspectors had meetings with the principal, the academic manager, and the school manager (who is also the accommodation officer). Focus groups were held with the teachers and the students. All the teachers who were teaching on the days of the inspection were observed. One inspector visited two homestays and a student residence.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 clear structure of management and administration. All three members of the management team are able to cover for each other in the event of holiday or sickness. They have been cross-trained in the necessary job skills.

M3 Job descriptions have all been re-written in the last year to reflect changing roles. They are thorough, accessible and reflect operational reality.

M4 Communication channels are clear and effective and combine informal contact with more formal meetings. The management team consists of the principal, academic manager and school manager. They meet every Monday to discuss strategic and operational issues. The academic manager and school manager have a meeting every Wednesday to discuss administrative matters. There is a teachers' meeting every Tuesday, at which the academic manager and principal are present. All meetings are minuted.

M6 This is met, but some originals of certificates were not immediately available and staff files are not very organised or easy to access.

M8 The nature of the school environment allows for day-to-day monitoring. New teachers have an early formal observation, and any new administration staff are monitored in their first weeks. All permanent staff have an annual appraisal, which is comprehensive, effective and well-received by staff.

M9 There is a strong commitment to supporting the professional development of the teaching staff (see T10). This has extended to the administration staff to some extent, but could perhaps be developed further. All permanent staff are entitled to an annual 'personal enrichment allowance' to pursue a project for their own personal or professional development.

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 type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M13 There are notices reminding students who are in their own accommodation to tell the school if their local address changes. Emergency contact details are gathered on the first day at induction and a note is made on the student's computer record as well as a paper copy. The relationship to the student is recorded, but it is not always clear that the contact is the next of kin. In one sample the emergency contact was described as 'a friend'. It would be advisable to also record the level of English of the emergency contact. A revised form was produced by the end of the inspection which addressed these issues. The school intends to have this form completed by all existing students.

M14 There are clear and appropriate policies and procedures for monitoring the attendance and punctuality of the students. Evidence was seen of a progressive series of warnings and sanctions for those students who regularly exhibited poor attendance.

M15 These are available in accessible English in the student handbook and in the terms and conditions.

Quality assurance

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

Comments

M17 There is regular review of systems, processes and practices at senior management meetings and at staff meetings. Action taken is recorded in the meeting notes.

M18 Initial feedback forms are available in the student handbook. There is one general form and a specific form for homestay. Any issues are discussed at meetings, or individually if appropriate. Action is taken but is not always recorded. There is an end-of-course questionnaire. Information is collated and key action points identified.

M19 There are very thorough procedures for gathering feedback from staff, both formal and informal. These include open access to the managers, opportunities to discuss areas of concern at teachers' meetings, an exit feedback form for temporary teachers, and an annual anonymous survey for all staff. The school takes such feedback seriously and action is taken and recorded as appropriate. Teachers in the focus group said they were listened to and their opinions valued.

M20 The school has a clear complaints procedure which is described in the student handbook. This includes the contact details of appropriate organisations beyond the school.

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

Comments

The main medium of publicity is the website. Supplementary printed colour leaflets and a small brochure covering the whole Skola group also exist.

M21 The website is written in clear and accurate English. A translation of a brief cover sheet is available in 13 languages.

M22 Information (including pictures) is generally accurate and realistic. A claim that 'on average' students can move from B1 to B2 level in 12 weeks was supported by statistical evidence.

M25 The approximate cost of fees for the IELTS examination is not given.

Management summary

The provision meets the section standard and exceeds it in some areas. The management of the provision operates to the benefit of the students and the staff in accordance with its publicity. The management team demonstrates a strong commitment to professional standards, and values and supports their staff. *Staff management* is an area of strength.

Resources and environment

Premises and facilities

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

Comments

R1 The premises provide sufficient space for the number of students enrolled at the time of the inspection. They may become more cramped during the peak period in the summer, but the school has made improvements to ensure that communal spaces and the teachers' room are still adequate even at times of maximum occupancy. For example, the former student computer room on the attic floor has been made over to provide more space for teachers.

R2 The premises both in the main building and in the annexe are in a very good state of repair, cleanliness and decoration. The main building underwent a major refurbishment and redecoration in 2012 and this has enabled the school to maintain high standards despite space constraints.

R4 There is a brightly lit and well-decorated communal lounge with tables and chairs for students on the ground floor. Hot and cold drinks and snacks are available from vending machines. Classrooms can be used for relaxation during breaks. Given the city centre location of the school, these facilities are adequate.

R6 The whole of the top attic floor is dedicated to space for teachers and provides all the necessary facilities for them to carry out their work.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 There is a wide range of resources in the teachers' room, including published coursebooks and supplementary materials, photocopiable materials, special topic-related in-house materials to be used mainly in the afternoon communication lessons, and materials relating to the IELTS and academic skills courses. The material is organised in a logical way, but extensive use has given it an untidy appearance and it would benefit from 'weeding' and clearer labelling so that it is accessible to new teachers. Students also have access to materials on the school's virtual learning environment (VLE), which is produced by a commercial supplier.

R9 Two of the classrooms in the main building and one of the rooms in the annexe have digital projectors and laptops. Teachers also have access to two fixed computers and three laptops. The school is gradually expanding its digital technology. Technical support is provided mainly by in-house staff. The school has a reliable Wi-Fi connection and students make use of this through their own mobile devices.

R10 The school does not have a dedicated self-access room. Students can use empty classrooms for quiet study if they wish. Self-access resources for students are provided through the online resource bank on the VLE, which allows teachers to guide their students towards specific material relevant to course work and learner needs.

R11 The school does not have a dedicated library or self-access centre. Students can borrow graded readers and other books. These are available from the teachers' room. Students are given information on these 'library books' and other tips on self-study in the student handbook and in tutorials.

R12 Teaching and learning resources are reviewed and discussed at management meetings and at teachers' meetings. Evidence of implementation was seen in, for example, the development of online technology in relation to self-study and tutorial guidance through the VLE.

Resources and environment summary

The provision meets the section standard. The learning resources and environment support and enhance the studies of the students enrolled and offer an appropriate professional environment for staff. Internal design and decoration optimises the use of the limited space available in the two buildings. Learning resources, including digital technology, are being cautiously but effectively developed.

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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T2 Six of the eight teachers timetabled to teach in the inspection week are TEFLQ. The proportion of TEFLQ teachers employed is similar throughout most of the year.

T4 The academic manager has many years of relevant experience in ELT and gained her TEFLQ qualification in 2001. She has been the academic manager at the school for more than four years. She is supported by a number of TEFLQ teachers. The principal is also TEFLQ.

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 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 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 matched to courses on the basis of experience, but also with a view to extending the range of courses they can teach. All classes have two teachers allocated, and this facilitates teacher development as well as preparing students for a change of teacher and exposing them to different teaching styles.

T8 There is a list of supply teachers available for cover. The academic manager is available to cover when she is not teaching, as is the TEFLQ principal.

T9 Good systems are in place to deal with continuous enrolment. New students enter classes at fixed times. Guidance is given to teachers in the teachers' handbook.

T10 There is a very strong commitment to the professional development of teachers. It is led and facilitated by the academic manager and takes a variety of forms, tailored to both the needs of the individual teacher and the context of the school. It includes external workshops, webinars, in-house workshops (on subjects such as: the Arabic-speaking learner, teaching reading skills, and dealing with dyslexia), and a comprehensive year-round programme of peer observation.

T11 All new teachers are observed in their first week and support is given if necessary. All long-term teachers have an annual observation linked to their annual appraisal. Notes on observations are perceptive and assist the teachers in their development. Adverse feedback from students will also trigger closer monitoring and observation.

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	<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 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 Courses are based around a published coursebook which forms the skeleton of the course, and usually takes 12 weeks to complete. Course principles and guidance are given in the teachers' handbook.

T13 Courses are regularly reviewed in the weekly teachers' meetings and also in the management strategy meetings. All review is carried out with reference to student needs.

T15 Study and learning strategies are addressed during lessons, and particularly in tutorials, where use is made of the VLE.

T16 There are opportunities for learning outside the classroom, particularly but not exclusively in the afternoon communication classes. In-house materials are available to make the most of class visits and topics that have particular relevance to the local environment.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T18 Good attention is paid to charting student progress by means of tutorials, weekly tests and monthly 'whole-school' tests, which are sometimes used to prevent students moving up the levels without meeting required competences.

T21 End-of-course reports are given to all students, and at other times on request. The reports cover six language areas (speaking and pronunciation, vocabulary, grammar, writing, reading, listening) and give comments and recommendations. They are mapped to the Common European Framework of Reference competences. Students receive an end-of-course certificate which refers to the level of class they attended.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	All

Comments

One of the teachers on the timetable for the inspection week was not observed as she was not timetabled for the inspection days.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers demonstrated a sound knowledge and awareness of linguistic systems, especially phonology. They were able to provide appropriate models of spoken and written English. On rare occasions subtle but important differences of lexical meaning were not clarified.

T24 Teachers generally adapted their language well to meet the level of their students. In classes where there was a larger range of levels and learning styles, teachers were aware of the need for differentiation.

T25 Lesson plans related directly to the programme of study and the needs of the students. Topics were chosen that were interesting and stimulating for the adult learners. In larger classes lessons were planned with the constraints of the classroom size in mind, without compromising the need for student-to-student practice.

T26 Lessons progressed logically and moved smoothly between the different stages. There were varieties of focus and interaction, leading to appropriate learner production. Reference to language taught on previous lessons was evident.

T27 Resources used in the observed lessons generally consisted of worksheets, coursebooks and small card prompts. The use of audio and other technology was not seen in the observed lessons, but was evidently part of previous or later lesson segments. Whiteboards were generally used effectively with colour, notation and stress-marking used to assist learning. On some occasions boards were not well-planned and did not help students to understand the target language.

T28 A range of appropriate teaching and learning techniques was used effectively. This included elicitation, questioning techniques, demonstration to test understanding of meaning rather than explanation, and the encouragement of self-correction. Concept check questions were not generally used to clarify meaning, and in some cases teachers asked questions such as: "What does X mean?" and "Do you understand?" One consequence of this was that teachers did not check that all students, especially the weaker ones, had understood.

T29 Learning activities and interactions were managed effectively, mainly using pair-work. Instructions were clear and in most cases checked by the teachers. Monitoring of activities was generally carried out efficiently, despite the restricted space in some of the classes. Students were on the whole fully engaged.

T30 Appropriate attention was paid to cultural differences and sensitivities within the classes. Dominant students were sensitively handled to ensure others had the opportunity to contribute. There was a positive learning atmosphere in all the classes. Students in the focus group said that they felt the teachers understood their specific needs and characteristics.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from entirely satisfactory to excellent. Teachers showed a sound knowledge of linguistic systems. Lesson planning was detailed and thorough and designed to meet both the needs and interests of the students, through a logical sequence of stages and activities. Teaching techniques were generally appropriate although there were occasional concerns that student understanding of the meaning of language had not been thoroughly checked. Classroom management was effective, students were engaged and there was a positive learning atmosphere.

Teaching and learning summary

The provision meets the section standard and exceeds it in some areas. There is a core of permanent and occasional teachers all of whom have appropriate qualifications. They are well supported and led by the academic manager, and there is an evident culture of professionalism and a desire to develop. *Academic staff profile*, *Academic management* and *Teaching* are areas of strength. Programmes of learning are managed for the benefit of the students and ensure that their needs are met. The teaching observed met the requirements of the Scheme, and exceeded them in several areas.

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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" 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 Good provision is made for the safety and security of students. An excellent short video, *Safety tips*, has recently been made by the school, largely by the students, and is shown to new students at their induction. There are 'Safety first' notices in the classrooms, recent fire risk assessments and records of regular fire evacuation drills, regular electrical testing, two first aiders, and secure space available for students' personal possessions in the office. The first week questionnaire asks students if they know what to do if there is a fire.

W2 Students praised the personal 'family' atmosphere of the school and reported they were impressed that key staff knew their names, apparently as soon as they arrived. They receive a thorough induction, which is supported by the *Student notebook*, the school's informative student handbook which also includes initial feedback forms, learning-to-learn information, blank paper and an individual learning plan. Prayer space is made available in the school if requested, and for Muslim students Exeter's mosque is a few minutes' walk away.

W3 The academic manager, principal and school manager/accommodation manager are clearly identified at induction and on 'Need to talk' notices posted in classrooms as the people to contact if students have any problems. Students confirmed that these managers were approachable, friendly and responsive. The contact details of helplines such as Childline are given in the *Student notebook*.

W4 An 'Anti-harassment code' on noticeboards and a section on behaviour in the *Student notebook* addresses this criterion's requirements but is presented in unnecessarily complicated language. However, the school's excellent *Safety tips* induction video effectively conveys an anti-bullying message.

W5 The emergency phone is held, on weekly rotation, by the principal, academic manager and the school/accommodation manager. For use in last resort, the principal also provides his own land-line number in the *Student notebook*. Students carry the school's emergency number on their photo identity card, which also gives their date of birth.

W7 An appropriate range of practical information and advice is provided at students' inductions, on noticeboards and in the *Student notebook*. The system of frequent tutorials gives students further opportunities to seek advice. Teachers are invited to pass any welfare matters arising on to the academic manager.

Accommodation profile

Comments on the accommodation seen by the inspectors

One inspector chose two homestays and a residence to visit. Both homestays provided very comfortable homes, one within walking distance of the school, the other a bus ride away. Both hosts clearly knew their students and were interested in their progress and welfare. The residence, about 15 minutes' walk from the school, is purpose built privately-owned student accommodation comprising about 130 self-catering studio flats. The residence appears to provide a very pleasant, safe and comfortable living environment. During the year, English language students benefit from the fact that most of their neighbours in the residence are British students at the university.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The required services and facilities are specified in the school's *Homestay Code of Practice* and English UK's *An International Student in your Home*, copies of which are given to hosts on their first inspection. However, one of the hosts visited was apparently unaware of the need to change bed linen every week. Longer-serving hosts, like the one in this instance, probably need to be reminded periodically of Scheme requirements.

W10 The homestay visit report checks on the host's gas safety certificate but not on whether a risk assessment for fire has been carried out. Neither the school's *Homestay Code of Practice* (nor the version of English UK's *An International Student in your Home* which the school circulates to hosts) mentions the host's legal obligation to conduct a fire risk assessment.

W11 Accommodation is regularly revisited, but see W10 above.

W13 Confirmation to students gives information about the type and location of accommodation and an approximate weekly cost for bus travel, but does not indicate the approximate travel time between accommodation and the teaching premises.

Accommodation: homestay

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

Comments

W16 There was no evidence that the maximum number of students per homestay had been exceeded but it was not specified in the *Homestay Code of Practice* or checked in feedback forms; these points were addressed during the course of the inspection.

W17 The *Homestay Code of Practice*, which hosts sign, was missing some information; it was updated to include the requirements of W16, W18 and W19 during the course of the inspection. Hosts also receive a copy of English UK's *An International Student in your Home*, but there was some evidence that not all hosts read and absorb the content of this 12-page booklet.

Accommodation: residential

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

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 Events and activities	<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 checked="" 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 A well-maintained 'What's on' noticeboard in reception provides information about local social, cultural and sporting activities.

W27 Although relatively modest, the school's leisure programme is entirely appropriate to the interests and needs of the students. Activities are either free or affordably priced. Students in the focus group confirmed they participated and spoke enthusiastically about several recent and future events.

W28 The school gives due consideration to students' health and safety for all on-site and off-site activities. There are written risk assessments for off-site activities. Accompanying staff sign these off and add the telephone numbers of any under 18s in the group.

Welfare and student services summary

The provision meets and in some areas exceeds the section standard. Students' needs for security, information and leisure activities are well provided for. Accommodation is made available to those students who require it, and is efficiently managed to their benefit. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision	<input checked="" type="checkbox"/>	<input 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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

C1 The school's safeguarding policy is accessible. The child protection and safeguarding officers are named on classroom notices.

C2 Hard copies of the school's safeguarding policy are given to all staff, homestay hosts and sub-contractors. Members of the management team have done safe recruitment training and Level 2 or Level 3 safeguarding training. All staff have completed online safeguarding training at level 1 and further training is planned.

C3 Parents or guardians are sent *Guidance notes for students aged 16 & 17* when they first contact the school. They also sign a consent form that makes clear that the student is enrolling on a course for adult students.

C6 The school did not set a curfew time for under 18s. They invited parents to do so, if they wished, on the consent form they complete when they enrol the child. After discussion with the inspectors, the school amended the form during the course of the inspection. It now states a fixed curfew time and provides parents with the option of setting an earlier time if they wish. The *School and Homestay Rules* that students receive now states a curfew time for under 18s.

C7 The guidance notes for hosts hosting under 18s were satisfactorily updated during the course of the inspection to include a fixed curfew time.

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 the leisure activities and accommodation provided. A potential weakness in the rules for students and advice to hosts was addressed during the course of the inspection.

