

Organisation name	SKOLA English in London
Inspection date	4–5 August 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 London in August 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+) and vacation courses for adults (18+).

Strengths were noted in the areas of staff management, quality assurance, 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	1983
Last full inspection	September 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	CELTA teacher training
Other related accredited schools/centres/affiliates	SKOLA English Study Tours, International Community School, Alexanders College, SKOLA Exeter, SKOLA Ascot

Private sector

Date of foundation	1972 (as Marble Arch Intensive English)
Ownership	Progressive Tours Ltd trading as SKOLA English in London
Other accreditation/inspection	ISI

Premises profile

Address of HQ	Progressive Tours Ltd, 12 Porchester Place, London W2 2BS (Accounts and registered company address)
Addresses of centres offering ELT at the time of the inspection	SKOLA Soho 3 rd Floor, 25–27 Oxford Street, London W1D 2DW (year round) SKOLA Baker Street, Royal College of Obstetricians and Gynaecologists, 27 Sussex Place, London NW1 4RG (Seasonal Summer)
Addresses of any additional centres not open or offering ELT at the time of the inspection	N/a
Profile of sites visited	<p>The Soho school is on the third floor of a small block in Oxford Street, very conveniently situated near Tottenham Court Rd underground station. There is a small lift. These premises provide five teaching rooms of varying sizes, an office for the director of studies (DoS) and two administrators, and a teachers' room, which can double as a classroom if needed. There are two toilets, and a kitchenette area used by the staff with a coffee machine, and chilled water dispenser. The premises are on a lease that runs to the end of November 2015. An extension has been offered but the director is also investigating alternative premises nearby.</p> <p>The Royal College of Obstetricians and Gynaecologists (RCOG), known in SKOLA as the Baker Street school, is used for the eight week summer school. It is a modern building set in its own grounds and situated within Regent's Park, just a few minutes' walk from the Baker Street underground station and close to other SKOLA centres for young learners. When the RCOG wanted to expand just over ten years ago an award winning underground extension built to a very high specification was constructed with large glass domes and glass pyramids to bring natural light to large parts of the extension. SKOLA English in London has used these premises for the last four years and is the only language school there. They have a suite of up to eight rooms clustered around one of the light wells. The main reception is permanently staffed, and there is a cafeteria serving hot and cold food on site.</p>

Student profile

	At inspection		In peak week: July (organisation's estimate)	
	Soho	Baker Street	Soho	Baker Street
Centres				
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%	100%	100%
ELT/ESOL Students (eligible courses)	At inspection		In peak week	
Full-time ELT (15+ hours per week) 18 years and over	55	44	58	48
Full-time ELT (15+ hours per week) aged 16–17 years	5	0	12	0
Full-time ELT (15+ hours per week) aged under 16	0	0	0	0

Comments

The SKOLA Soho school admits occasional 16 and 17 year-olds onto adult courses but they rarely exceed 10 per cent of the total student numbers.

The core offering at Soho is general English for 15, 21 and 30 hours per week. An option of six hours per week of IELTS preparation is available to morning GE students, and the school offers 15 hours per week IELTS courses in the afternoons. Many students study general English in the mornings, and IELTS classes in the afternoons. For those not wanting IELTS preparation, there are communications classes at various levels.

SKOLA Baker Street offers 15 and 20 hours per week of general English, and combination courses of general English and one-to-one classes. Students in one-to-one classes occasionally request help with specialist areas such as legal English, business English, etc.

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	7	8	3	0
Private home	1	0	0	0
Home tuition	0	0	0	0
Residential	2	0	0	0
Hotel/guesthouse	0	0	0	0
Independent self-catering e.g. flats, bedsits, student houses	7	2	0	0
Arranged by student/family/guardian				
Staying with own family	0	0	2	0
Staying in privately rented rooms/flats	38	34	0	0
Overall totals adults/under 18s	55	44	5	0

Centres	Soho	Baker Street
Overall total adults + under 18s	60	44

Introduction

SKOLA English in London offers general English courses to adults. It is one of the SKOLA group of schools which provides a range of courses for adults and children in various locations in the UK. There was some re-organisation within the SKOLA group in June 2014, when SKOLA English in London was transferred from one company, Marble Arch International School (MAIS) Ltd, to another, Progressive Tours Ltd. In practice this means that English in London is managed by a London-based principal, appointed in January 2014, rather than one of the directors who is based in Exeter.

The school operates on two sites: the year-round school, known as the 'Soho' school, moved from Old Compton Street to Oxford Street, London, in April 2014 and the summer programme is run at the Royal College of Obstetricians and Gynaecologists (RCOG), and is referred to as the 'Baker Street' school.

Approximately 50 per cent of students book directly, and the other half come through agents. There are two distinct student profiles. The students in the Baker Street school are almost all parents of children who attend other SKOLA schools not covered by this inspection. Lessons start at 10.00 so that parents can drop their children off and get to their own classes. Students in the Soho school are typically younger. Some are longer term students but in the summer many come for courses of two to five weeks. Students come from many parts of the world and there is an international atmosphere in both centres.

The inspection lasted two days. Inspectors spent most of the first day at the RCOG, where they interviewed the

principal and the DoS who is based there during the summer programme, observed classes, held a focus group with the students and the teachers based there, and held a meeting with the RCOG liaison officer. In the middle of the afternoon, both inspectors moved to the Soho school, and continued there the second day. The principal, the senior teacher who acts as the ADoS for the summer, and the administrators who handle enrolments and accommodation were interviewed and focus groups were held with the teachers and students.

An agency registered with the British Council provides the majority of accommodation required by the school but other agencies are occasionally used so an inspector visited one homestay provider with the representative of one of these agencies, and had a telephone conversation with another agency which provides residential accommodation for a small number of students during the summer.

Management

Legal and statutory regulations

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

Comments

M1 Sampling identified the following issue: photocopying in the Soho school may exceed CLA guidelines; the school should seek further advice from the relevant statutory/regulatory body.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure year round and in the summer period is clear. The school is small, senior staff work together in one office, and cover for each other in any absences. The principal, who has responsibility for a number of other schools, stays in close touch by phone or email and visits at least twice per week, and more frequently if needed.

M4 Communications within the school are effective. There are weekly meetings and frequent daily informal contact. Email, text and phone calls provide effective back up.

M7 Induction procedures for administrative staff and teachers are thorough. Administrators have an overlap period with the previous post holder, and new teachers observe lessons, sometimes interview students to familiarise themselves with class levels and have a thorough introduction to the materials.

M8 Staff have annual appraisals with developmental goals, and these are reviewed regularly.

M9 There are good opportunities for professional development: in-house workshops are run four times per year, staff are encouraged and supported to attend external workshops and then to feed back to colleagues, there are occasional opportunities to teach in other SKOLA schools in the group, and the teacher training courses run on a part-time basis enable appropriately qualified staff to develop teacher training skills. It is school policy that all teachers undertake some form of developmental activity every month, which is logged in their personal continuing professional development (CPD) file and monitored.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 A small administrative team effectively handles all aspects of the day-to-day running of the school.

M11 Students enrolling in person can attend a trial lesson by arrangement, so they have a good idea of what the course will be like.

M12 Enquiries, enrolments, invoicing and liaison with accommodation agencies work smoothly.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M17 SKOLA English in London has various internal and external quality control mechanisms in place, including an effective annual review of policies and procedures.

M18 Student feedback is solicited frequently and covers various topics: feedback on accommodation is sought within the first day or two, a separate initial questionnaire is completed in the middle of the student's first week, and there are questionnaires after excursions, on student attitudes to correction and at the end of the student's course.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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

English in London is included in the SKOLA corporate brochure, on the SKOLA website and on social media.

M21 Information in the publicity materials is clearly laid out and in accessible English.

M22 The information provided gives a largely accurate impression of the provision. However, a video clip used showed the former school entrance and some staff members no longer working for SKOLA English in London. This was changed during the inspection.

M24 There were some inconsistencies on the website regarding the ages of students accepted. One page stated that students accepted were 18+, and another stated 16+ as the minimum age. The minimum age was standardised during the inspection.

M26 Publicity stated that accommodation is 'carefully selected by our homestay provider'. However, the school uses a number of accommodation agencies. This was changed during the inspection.

M27 A sample social programme is available on the website with approximate costs for all activities.

Management summary

The provision meets the section standard and exceeds it in some respects. An experienced team of senior academic and administrative staff work together effectively to deliver a good service to students. Some inaccuracies in the school's publicity were updated during the inspection. *Staff management* 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 checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The Soho school makes the very best use of the space available but office staff and teachers have rather cramped rooms. As priority is given to students, the office and teachers' room are among the smaller rooms. The Baker Street premises have a flexible number of large comfortable rooms, all clustered together around a central area lit by natural light. All are sufficiently large for the school's maximum of 15 students. One room acts as the main office, another as the teachers' room, and the rest are teaching rooms.

R2 The Soho premises are of a satisfactory standard. The building is likely to be re-developed within the next few years. The Baker Street premises offer an excellent standard of accommodation for students.

R3 In the Soho school the teaching rooms are of varying sizes. They are well furnished and clean. The Baker Street teaching rooms are large and well furnished.

R4 In Soho, there is no space for students to have a dedicated area for relaxation. There are a few chairs in the corridor, a coffee machine and a chilled water dispenser. Students use their own or empty classrooms during breaks. Students in Baker Street have comfortable areas to sit and relax, as well as shared use of a very attractive cafeteria on the ground floor.

R6 In Soho, there is a small teachers' room, and staff use a larger classroom for meetings. Staff in Baker Street have a large room, furnished with tables and chairs, in which to relax and prepare lessons.

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 checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 In both centres, up-to-date coursebooks are allocated to the general English and IELTS preparation classes, and for communications courses teachers have authentic and supplementary materials available to help them tailor courses to their students' interests and needs. In the Baker Street school, coursebooks are included in students' fees. In the Soho school, students staying more than four weeks are required to buy a coursebook, those on shorter courses are encouraged to buy one, some class sets are available for students to borrow, and some materials are photocopiable. It was noted, however, that photocopies of other materials, some of a rather inferior quality, were also being given to students (see M1).

R8 Teachers in Soho have a very good range of up-to-date materials available to them. In Baker Street, resources comprising mainly single copies of supplementary materials are available. Inventory lists help teachers access these materials. There is a system in place where photocopies are booked a day or two in advance. Teachers can also request copies on the day from the DoS if necessary. While most teachers considered the system in place to be satisfactory, one or two felt it limited their creativity and their use of these materials.

R9 Projection equipment is available on both sites. Soho has computer-linked overhead projection equipment in three rooms, although it was said to be sometimes slow and some staff said they would appreciate more training in its use.

R11 In Soho, one classroom when not in use has been set aside as a quiet room. A book club and 'reader of the month' awards encourage students to read extensively.

R12 The DoS has an annual budget which is used to enhance resources for teachers and students.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The Soho school makes the best use of the rather small premises currently used, and the provision for teachers and students is satisfactory. The Baker Street premises offer accommodation of a very high standard. There are sufficient print and other resources for the types of courses offered and the students enrolled but the current arrangements for the provision of materials for Soho students on short courses may be in breach of CLA regulations.

Teaching and learning

Academic staff profile

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

T1 With one exception, all teachers have degrees or equivalent qualifications. A rationale was provided for the teacher without a degree, and this was accepted in the context of this inspection.

T4 The academic management team comprises the DoS and senior teacher. The DoS is TEFLQ by virtue of a teaching qualification in her own country which gives her QTS in the UK, and a diploma level qualification gained since she moved here. She has substantial teaching and academic management experience. She is also an approved CELTA trainer. The senior teacher/summer ADoS is also TEFLQ and involved in CELTA training. Together they form a strong academic management team.

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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T7 In Soho, larger rooms are allocated to the larger groups. Lesson times in Baker Street are organised to allow parents to take their children to classes.

T8 Cover is provided in the first instance by the DoS or ADoS, and additional teachers can be found through the SKOLA group's other London schools in the case of any longer term absences.

T9 Continuous enrolment is well handled. The teachers' handbook gives helpful advice with regard to planning, record keeping and revision techniques.

T10 Senior staff provide good support for teachers through workshops and are available to offer help and advice to individual teachers before and after classes and during breaks.

T11 It is school policy that teachers are observed at least twice in their first year, and three times a year thereafter. If they are qualified to diploma level, this reduces to one observation per year. There is also a peer observation programme and lessons for self assessment are occasionally videoed. Observation records were sampled and the comments were perceptive and constructive. Teachers commented that they had found observations helpful.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The general English and IELTS courses are based on selected coursebooks and a syllabus which is cross referenced to useful supplementary materials and includes pronunciation and extra skills work. Teachers of communications classes have useful guidelines, a topic-based syllabus and specimen timetables to help with planning.

T15 Teachers are referred to helpful sections in coursebooks which deal effectively with study skills.

T16 A social programme staffed by teachers and teaching practice lessons with trainees provide students with opportunities to practice outside class. The book club is an important factor in encouraging extensive reading.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T17 The written placement test is sometimes done pre-arrival and students have a gap fill test, oral interview and free writing to establish their level. A needs analysis is completed to help teachers in their planning. If students are wrongly placed they can be moved.

T18 Students have weekly progress tests every Friday, and then evaluate their progress during the week. During this test, teachers give tutorials and help students identify specific goals to work towards which are noted on their individual learning plans. Teachers' notes on students' progress are recorded and provide the basis for student reports and references.

Classroom observation record

Number of teachers seen	10
Number of observations	12
Parts of programme(s) observed	All: general English, IELTS preparation, communications classes. One elementary group had only one student in it and so was in effect a one-to-one class.

Comments

In Baker Street, four teachers were teaching and two were observed twice to cover the different types of courses (general English and communications) run. The DoS, who has been included on the organisation profile staff statistics, was not seen teaching as she had postponed her one-to-one class because of the inspection.

In the Soho school, five teachers and the ADoS were observed, the latter teaching an examination preparation class.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers are generally experienced and their lesson planning reflected their knowledge of the systems of English. In general, they provided accurate models of spoken and written English. Some teachers had not planned how to explain some of the vocabulary which arose during the lesson. Stronger plans showed evidence of teachers' awareness of students' pronunciation difficulties, and ways of helping them address these.

T24 In stronger segments teachers were well able to grade language appropriately to their students' levels. In cases where students were newly enrolled, they showed sensitivity and allowed students time to settle in. There was some differentiation when broader levels were anticipated. In one class with incompatible levels, one stronger student was moved up the following day, and in higher level groups students' vocabulary was stretched effectively.

T26 Lesson plans were clear, with appropriate stages and relevant learning outcomes.

T27 Teachers generally demonstrated effective classroom management skills, students were seated appropriately, the whiteboards seen were with a few exceptions well organised, with lists of new vocabulary, some with word stress marked. Overhead projection equipment was seen in use in some segments, handouts, worksheets and paper prompts were used to promote language practice and student interaction.

T28 A good variety of appropriate teaching techniques was seen in use. These included good eliciting, some choral drilling of new lexis to help students with pronunciation, purposeful monitoring and error correction for individuals. In a few segments, pronunciation work was ineffectively handled and there was no evidence of concept checking of new vocabulary. In a minority of segments teachers tended to dominate their groups at the expense of student practice, but overall there was a good balance of student and teacher talking time.

T29 There was a good variety of whole class, small group and pair work. Instructions were clear in most segments, and sometimes checked. Students were generally engaged, and late arrivals and early finishers were appropriately assisted.

T30 Teachers knew their students, and used names to involve the quieter students. There was a good rapport in classes and teachers were patient and encouraging. Students in the focus group were appreciative of the kindness and professionalism of their teachers.

Classroom observation summary

The teaching observed met the requirements of the Scheme. All segments seen were satisfactory, and a small number were of a good or outstanding standard. In general, lesson plans showed that teachers were well prepared, were following appropriate schemes of work and adapting them to the needs and interests of their classes. A good range of techniques was used, and students were generally engaged and participated well.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are professionally qualified and have a good standard of general education. The academic management team is appropriately qualified and well able to provide academic leadership to staff. Academic systems are sound and 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" 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 At the Oxford Street premises, students use the intercom to access the building. The reception is staffed whenever the school is open. All the necessary fire safety procedures are in place. Fire alarms are tested weekly and fire drills with a full evacuation are carried out twice a year. The ADoS has basic first aid training. At RCOG the reception staff know all the SKOLA staff and students and there is CCTV in use. Fire alarms are tested weekly, and a fire drill with full evacuation is carried out during the eight-week summer school period, which the RCOG fire marshals oversee. RCOG first aiders are available and the DoS has basic first aid training.

W2 All the staff are involved in providing pastoral care and are very responsive. Students commented favourably on the help and support they receive. The pastoral care was particularly appreciated at RCOG where the majority of the students are parents on the parent and child programme. Students are given tutorials every two weeks with a pastoral element. Students under 18 are given weekly tutorials, they are identified on class registers and their photos are displayed in the staff room. A room is made available at both sites for religious observance.

W3 Students at both centres receive a handout with the photos of the staff members and their roles.

W5 The emergency contact number is in the student handbook and on the student card.

W7 The clear and comprehensive student handbook gives detailed information and advice that is appropriate to the school's student profile. There is a quiz to check students have understood the information provided.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school uses an accommodation agency registered with the British Council to provide accommodation in homestay and shared houses. The school also uses two further agencies which are not registered with the British Council: the second agency provides homestay accommodation principally for students on the parent and child course. At the time of the inspection only one student was in accommodation provided by this agency. The school uses the third agency for the occasional booking in residential accommodation. The accommodation officer also visits the residences. During the summer period 25 per cent to 30 per cent of students use the school's services to find accommodation. The rest of the year it is about 5 per cent. The majority of students are in their own accommodation. One inspector visited one homestay with the representative of the second agency, and talked to a representative of the third agency.

Accommodation: all types

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

Comments

W10 The second agency used provides information to hosts on how to carry out a fire risk assessment.

W11 The second agency re-inspects homestays every year and carries out regular spot checks.

W14 Accommodation questionnaires are given out early in the first week of a student's course. Any problems are addressed promptly and action taken is recorded on the individual questionnaires.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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 Though the agencies make this clear in conditions for homestay hosts, one student in the focus group mentioned there were four other students in his homestay. The agencies are not checking on the number of students.

W19 The rule is clearly stated in the conditions given to homestay hosts, but the same student in the focus group mentioned that another student of the same first language was in the homestay (see W16). The agencies are not checking on the first language of other students in the homestay

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

Comments

W22 There is a weekly cleaning service.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 The leisure programme offers students one activity and one excursion a week year round. During the summer period there are two activities and one excursion a week. Excursions include Oxford, Brighton, LEGOLAND and Hampton Court. Additional information on what to do in London is available and staff are happy to advise and assist students. Returning students commented favourably on the variety of suggestions they are given. Students receive a copy of the social programme on arrival, it is also promoted in classes, on the website and social media. Existing students are given the monthly programme at the start of each month.

W27 The leisure programme is well organised and staffed by teachers who sign up to lead activities. The programme is varied, appropriate for students under 18, and no activity or excursion is repeated during the eight-week summer period.

W28 There are risk assessments in place for all activities and excursions, though they do not always include risks

associated with getting to an activity. Teachers are reminded by email to read the risk assessment before going on an activity. There is comprehensive information in the teacher handbook on emergency procedures. Teachers sign to say they are familiar with the risk assessments.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of the students for security are met. Pastoral care is a priority for all staff who are very responsive to student needs. The leisure programme is varied and effectively managed. The accommodation provided is suitable, and the management of the accommodation systems works to the benefit of students. *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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<input 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

The school enrolls students aged 16 and 17 on adult courses in the Soho school. At the time of the inspection there were five students aged 17 on adult courses, two were with their family, one was part of a group studying at a junior centre and accompanied by a group leader, and two were unaccompanied.

C1 There is a clear and comprehensive policy in place, which is reviewed annually and additions are highlighted in red, so staff are aware of updates. The second accommodation agency used provides homestay hosts with their safeguarding policy.

C2 Staff read and sign the safeguarding policy at induction and staff are kept informed of updates at staff meetings. All staff receive basic awareness training. The designated safeguarding officers have received advanced training and are also safer recruitment qualified.

C3 The safeguarding policy is available on the website but at the start of the inspection this was not the most up-to-date version. This was rectified during the inspection.

C4 All the points relating to safer recruitment are included in initial advertisements and on all subsequent information or correspondence sent to potential candidates.

C6 There were no clear rules available to students on what they may do outside scheduled lesson times. During the inspection the parental consent form was adjusted to include specific curfews and guidelines. The rules will now be made available to students.

C7 Hosts are not made aware of what students may do outside the scheduled lessons times, and what time students are expected home at night. The information in the new parental consent form (see C6) will be made available to homestay hosts.

Care of under 18s summary

The provision meets the section standard. There is a clear and comprehensive safeguarding policy which is effectively made known to all staff, and training is in line with best practice. However, clearer guidelines and rules need to be provided for homestay hosts.

