

Organisation name	Speak Up London
Inspection date	7–9 February 2017

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

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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within six months to demonstrate that weaknesses in publicity and C4 have been addressed.

Summary statement

The British Council inspected and accredited Speak Up London in February 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (16+), for closed groups of adults (16+) and vacation courses for under 18s.

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

Strengths were noted in the area of teaching.

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

Organisation profile

Inspection history	Dates/details
First inspection	January 2013
Last full inspection	January 2013
Subsequent spot check (if applicable)	September 2014
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	13 August 2012
Ownership	Speak Up London Ltd Company Registration: 08177068
Other accreditation/inspection	N/a

Premises profile

Address of main site	139–143 Oxford Street, London W1D 2JA
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school is situated on Oxford Street in London, close to Tottenham Court Road and Oxford Circus underground stations, with a front door located between two ground floor retail outlets. The school is on four floors. On the first floor is the reception area, the academic management team's office, the student lounge and quiet study area, and one classroom. On each of the second and third floors there are five classrooms. The offices of the sales and marketing team and the director of operations are located on the top floor, together with the staffroom, the meeting room and one further classroom. There are toilets located on all floors.

Student profile

	At inspection	In peak week: August (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	246	279
Full-time ELT (15+ hours per week) aged 16–17 years	2	30
Full-time ELT (15+ hours per week) aged under 16	0	19
Part-time ELT aged 18 years and over	96	134
Part-time ELT aged 16–17 years	0	2
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	344	464
Minimum age	16	10
Typical age range	22–35	18–25
Typical length of stay	8–16 weeks	2–4 weeks
Predominant nationalities	Italian, Spanish	Italian, Spanish
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0

Number on short-term study visas	61	90
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Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	15	16
Number teaching ELT under 10 hours/week	1	
Number teaching ELT 10–19 hours/week	5	
Number teaching ELT 20 hours and over/week	9	
Total number of administrative/ancillary staff	8	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Certificate-level ELT/TESOL qualification (TEFLI)	12
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	1
Total	15

These figures exclude the academic manager(s)

Comments
None.

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

Comments
The main teaching programmes are general English and examination preparation classes. The school also offers professional English and one-to-one classes, when there is a demand. The courses are run at 9.00, 12.30 and 16.00 five days a week. The number of taught hours is 13.45. Students are able to enrol for three or five days a week and can start any Monday. Enrolled students have access to an hour's free speaking class daily, one in the morning and one in the afternoon. Students aged 16 and 17 are enrolled on adult courses, and the maximum class size is 16. There are also evening classes three days a week, and Saturday morning classes. Closed groups of adults and juniors (seven to 17) are run in the summer.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	2	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	1	0
Arranged by student/family/guardian		
Staying with own family	12	2
Staying in privately rented rooms/flats	327	0
Overall totals adults/under 18s	342	2
Overall total adults + under 18s	344	

Introduction

Speak Up London school of English was founded in September 2011 by JMA Electronics. The company was renamed Speak Up London Limited in July 2013 and is owned by the two directors.

The school moved from other sites on Oxford Street to its current premises in August 2016; the building is on a five-year lease. The directors still hold the lease on one of the previous sites which is due to be sub-let shortly.

Since the last inspection, a director of studies was recruited full time in November 2015. She is currently on maternity leave and a cover director of studies was employed in December 2016.

The school provides courses in general English, examination preparation, and business English. They take closed groups of adults and young learners in the summer.

The inspection lasted two and a half days and a part day. The inspectors had meetings with the director of operations, the director of academics, the director of studies (DoS), the assistant director of studies (ADoS), the head of administration, the sales and marketing director, the sales executive responsible for the social calendar, and the sales and accommodation manager. All the teachers were observed. Focus group meetings were held with both the students and the teachers.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 There is a clear organogram and systems are in place to ensure all roles are covered during periods of leave. One of the directors or the DoS is available during school opening hours.

M4 A range of formal and informal meetings ensure effective communication throughout the school. The senior managers meet weekly, as do the academic staff. Administrative staff meetings are held at least once a month. Informal communication takes place on a daily basis.

M5 Staff files are well organised with checklists of documentation required. However, some essential documents were missing. See C4 below.

M6 Prospective employees are required to bring certificates and ID to the first interview.

M7 Induction procedures are thorough and involve shadowing for administrative staff and academic managers. Staff spoke positively about the process and said they were well prepared for their new roles.

M8 Staff are appraised after their first six months with the school, and annually thereafter. For academic staff appraisals are linked to observations. The annual meeting of the quality assurance (QA) board provides an opportunity for the directors to receive feedback on their performance. Procedures are in place for handling any unsatisfactory performance.

M9 Internal workshops are run on a regular basis for administrative staff. In addition, staff do online safeguarding training, and some staff have received training in first aid and as fire marshals. There are opportunities for financial support to upgrade qualifications.

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 type="checkbox"/>	
M13 Contact details	<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 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 All administrative staff work closely together and are able to handle the volume of work efficiently. Students in the focus group commented very positively on the help and assistance provided.

M11 Reception staff are trained to provide appropriate information to potential students. For specific academic questions the academic director, DoS and ADoS are available.

M13 A new database is being introduced and currently not all paper-based student details have been entered. The records sampled were up to date and are accessible at all times to the emergency contact person.

M14 The attendance and punctuality policy is clear and made known to all students at induction. Records are kept and unauthorised absences are followed up on the second day. For students under 18 the follow-up is immediate.

Quality assurance

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

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

Comments

M16 At the spot check inspection attention was drawn to the many examples of inaccurate use of English on the website. This has still not been addressed. All other points have been dealt with.

M17 The school's QA board meets once a year to review the school's policies, systems and procedures. The board is made up of the two directors and an external consultant. The meetings and follow-up action are recorded.

M18 All students in the school are asked for feedback on a quarterly basis and at the end of their courses. The feedback is analysed and circulated to relevant staff. Action taken in response to the feedback questionnaires is recorded. Students who study for eight weeks or more can request tutorials with a member of the academic management team. In addition, there is a suggestion box in the student lounge. However, there is no initial feedback questionnaire.

M19 Staff complete a quarterly questionnaire and are able to provide feedback at the staff meetings. Teachers in the focus group commented on how responsive the management is to suggestions.

M20 The complaints policy is in the student handbook and there are posters displayed in the student lounge and the quiet study area. There is no systematic process for recording all complaints, but students in the focus group were well aware of who to talk to if they had a problem.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input checked="" type="checkbox"/>	<input 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 descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The main source of publicity is the website, which includes a downloadable brochure and links to social media. There is also a leaflet.

M21 The level of English is not always accessible to lower level non-native speakers. There are numerous examples of inaccurate use of English, including grammar errors, spelling and punctuation. Some of the errors that were pointed out were addressed during the inspection, but examples remain.

M22 The information provided generally gives rise to realistic expectations. However, on the general English course and young learner pages it is stated that 'all staff members are DBS checked' which was not true at the time of the inspection. This statement was altered during the inspection to read 'all staff hold a valid enhanced DBS check or staff will sign a declaration form until their DBS check is returned'. However, one instance of the original statement remained on the young learner page. See C4 below.

M23 There is an outline description of each course and, in the brochure, the levels offered. There was no indication of levels on the website, but this was addressed during the inspection.

M24 The maximum class size is given as 16, but inspectors saw evidence in recent records that this was exceeded. The maximum enrolment age for young learners was not provided but was added during the inspection. All the other information required is available.

M25 All the information required is available but the cost of tuition, the approximate cost of examination fees and the requirements for deposits, payment of fees and the refund policy are not easy to find. The cost of examination fees was added to the relevant examination page during the inspection.

M26 The use of agencies to provide accommodation is referred to on the website, but it is not clear in the downloadable brochure.

M28 Teachers were described in publicity as 'fully-qualified' and 'experienced'. This did not reflect the profile of the academic staff during the inspection. One teacher did not hold a level 6 qualification and one teacher did not have an initial ELT qualification that was recognised by the Scheme. Some teachers did not have a year's experience.

The claims that teachers were 'fully-qualified' and 'experienced' were removed from the website during the inspection, but a claim that all teachers are qualified still remains and this is inaccurate.

M29 The marquee is appropriately used on the website and in the brochure. However, in the leaflet, foreign language courses are mentioned together with the statement 'we are accredited by the British Council'. The leaflet was reprinted during the inspection adding the wording 'for the teaching of English' so this is no longer a point to be addressed.

Management summary

The provision meets the section standard. The management and administration systems operate to the benefit of students and staff. Communication works effectively and there are appropriate arrangements for the development of staff. Student administration provides a good level of service and the quality assurance board ensures an annual overview of the school's practices and systems. There are a number of weaknesses in publicity some of which were addressed at the time of the inspection. There is a need for improvement in *Publicity*.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The school offers a comfortable environment for both students and staff, with good-sized office space and areas for students to gather outside class times.

R2 The premises are well presented and maintained, and the décor is in keeping with the provider's brand.

R3 The classrooms are generally free from disruptive noise and are adequately lit and heated; inspectors were not able to comment on ventilation conditions during the summer months. Furniture allows for some flexibility. Only four classrooms are large enough to hold the maximum class size of 16 students.

R4 On the first floor there is an appropriately furnished student lounge with comfortable seating and a vending machine selling snacks and cold drinks. There is a good choice of food outlets in the area surrounding the school.

R5 The clear and consistent signage creates a sense of identity and makes it easy to move around the school. There is an adequate number of display facilities including a large video screen on the landing between the ground and first floors.

R6 The staffroom provides an appropriate environment for the preparation of lessons and for relaxation. There are facilities to store and heat food, make hot drinks and to store personal possessions. A separate meeting room is located on the same floor.

Learning resources

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

Comments

R7 Appropriate learning materials are available for the levels and types of courses offered. Students have access to class sets of the coursebooks they are following. They can also borrow a book from the school on payment of a deposit.

R8 There is an appropriate stock of materials and resources available to teachers including photocopiable

resources, skills and reference books. Audio material has been digitalised and all teachers have access to these and to the computer-based resources. There are four computers with internet access, and printing and photocopying facilities for teachers, and a nominated person in charge of resources.

R9 All classrooms are equipped with computers and projectors. Support is available in the school and training is offered if required.

R10 A quiet study area with eight computers and appropriate furniture is available to students.

R12 Teachers complete a feedback form on materials at the end of every course and this, together with minuted discussions at academic staff meetings, feeds into ongoing review and development of resources.

Resources and environment summary

The provision meets the section standard. The school's general environment supports and enhances the studies of the students and the work of the staff. The premises are well presented and maintained, and the staff are provided with professional working areas. Though appropriately furnished, not enough classrooms are large enough to take the maximum class size. The resources available to the teachers support the studies of the students enrolled with the school.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T1 One teacher did not hold a level 6 qualification. She has undertaken some higher education, has held management positions in summer ELT operations and has knowledge of the business world. The rationale was accepted within the context of this inspection.

T2 One teacher did not hold an initial ELT qualification that meets the Scheme's requirements.

T3 The teacher has completed a TESOL certificate with reasonable academic input and a teaching practice component, and has a number of years teaching experience in a variety of contexts. The rationale was accepted within the context of this inspection.

T4 The academic director and the DoS are both TEFLQ and have relevant experience. The ADoS holds an initial qualification and has appropriate experience.

T5 The ADoS is supported and monitored by the academic director and the DoS, and is not required to carry out any management duties that require a TEFLQ. The rationale was accepted within the context of this inspection.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Teachers are assigned to courses in accordance with their experience, professional development needs and preferences.

T7 There are effective procedures for timetabling. The daily timetable of three three-hour lesson blocks provides flexibility for both students and teachers.

T8 The flexible timetable ensures a number teachers are available to cover classes, as are the academic director

and the DoS.

T9 Though attention is paid to the organisational aspects of continuous enrolment, inspectors saw little evidence of pedagogical guidance provided to teachers. This is a particular need as the same class often has full-time and part-time students.

T10 There are formalised arrangements to ensure support for weekday, evening and Saturday teachers with either the DoS or academic director being available. Academic workshops are held every two weeks, and the material is shared on the school's online network. Peer observations are carried out and there are opportunities for academic staff to attend outside events. The teachers commented very positively on the support available.

T11 New teachers are observed within the first two weeks of their contract. There are effective procedures in place for the annual observations which include appropriate feedback to encourage teachers to self-reflect and to set developmental goals. Pop-in observations are also carried out to allow for ongoing monitoring of teacher performance.

Course design and implementation

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

Comments

T12 Course design is based on published coursebooks. Brief written course design guidelines are provided for teachers together with suggested supplementary material, which is available on the school's online network. There is a syllabus for the speaking classes including suggested resources.

T13 Teachers complete an end-of-course report which feeds into decisions about course materials and course design.

T14 There are currently no written course outlines available to students.

T15 The course design guidelines refer to study and learning strategies, and inspectors saw evidence of their inclusion in lesson plans.

T16 Teachers take students out for guided visits and interviews with the public. They encourage students to bring authentic materials into class for discussion.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 Students do an online placement test before arrival or in the school after enrolment. Students are offered a free trial lesson at the appropriate level.

T18 Students do a weekly progress test and scores are noted on the register. Tutorials are available to students who enrol for eight weeks or more. Appropriate procedures are in place for students to change classes or courses.

T19 The academic director, DoS or ADoS are all available to advise students on the examination courses best suited to their needs.

Classroom observation record

Number of teachers seen	15
Number of observations	15
Parts of programme(s) observed	General English, examination preparation and professional English

Comments

One cover lesson was observed.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers demonstrated a sound knowledge of the linguistic systems and generally provided accurate written and spoken models. In the better segments attention was paid to register and pronunciation both of individual words and in connected speech. There were, however, some examples of grammar and spelling mistakes in written and spoken models.

T24 Lessons plans, which were of a high standard, included detailed profiles for each student in the class, demonstrating an in-depth knowledge of their strengths and learning needs. Teachers were sensitive to a student's learning pace. Topics were well chosen to engage students and meet their needs.

T25 Learning outcomes were clear and noted on the board. Lesson plans identified potential difficulties and possible solutions. There was obvious movement from controlled to freer practice and lessons were very well staged.

T26 In all classes teachers made confident use of a range of techniques including appropriate elicitation, prompting, concept checking and purposeful monitoring. Instructions were checked and students were provided with opportunities for additional practice. Regular checks of understanding were evident in most segments observed.

T27 The classroom environment and resources were very effectively managed. Pair, group and mingling activities were well organised. In some segments projectors were used competently and whiteboards were generally well organised, with purposeful use of colour to underline and differentiate language points.

T28 There was good error correction for pronunciation in all classes. A range of correction techniques were in evidence and in the better segments these included the promoting of peer and self-correction.

T29 Short practice tasks were in evidence to evaluate learning. Concept checking and reference to previous lessons were also noted. Teachers monitored learning effectively.

T30 There was an extremely positive learning atmosphere in all classes with students fully engaged. Nomination was a particular strength as all teachers knew and made use of students' names even when many were new to the class. Instructions were clear, planning allowed for a good balance of student and teacher talking time and good use was made of personalisation. Lessons included competitive elements, which students enjoyed.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory with a large majority of lesson segments observed being good or very good. Knowledge of the linguistic systems of English was generally sound. Lesson content effectively met the learning needs of students. A wide range of teaching techniques were confidently used and resources were well managed. Teachers focused on individual student requirements as well as the whole class, creating a very positive learning atmosphere.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The teachers are generally appropriately qualified and are well supported to ensure that their teaching meets the needs of their students. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 The safety and security of students is taken very seriously. Comprehensive risk assessments have been carried out and a major incident procedure is in place. All areas in the school, including the school entrance at street level, are monitored by CCTV. A buzzer door entry system is used and administrative staff on the first floor can see everyone who enters the premises. Visitors are required to sign in and wear a lanyard. Fire equipment is tested weekly and evacuation drills take place quarterly. All tests and drills are logged. Ten members of staff have received fire marshall and first aid training. At induction students and staff are made aware of all health and safety procedures and are issued with lanyards. A green lanyard differentiates under 18s from adult students.

W2 All staff are committed to providing appropriate pastoral care. A room for religious observance can be made available at certain times on request. Students in the focus group commented favourably on the friendliness of staff and the assistance they receive from all the staff at the school.

W3 The director of operations and the DoS, as the school's welfare officers, deal with personal problems and are available throughout the day. Their photos are included on the induction sheet issued to all students. The director of operations holds a weekly meeting with under 18s. He is training the head of administration to take over this task when she has completed specialist safeguarding training by the end of February 2017. An attendance tick list for a long-stay student aged under 18 was seen. See also C5.

W4 The school's policy on bullying and other forms of abusive behaviour is explained in the handbooks for staff and students. However, the language used is not accessible to most students. The director of operations is the Prevent lead and has undertaken advanced training. All staff and homestay hosts have undergone Prevent training.

W5 The 24-hour emergency number for the school is shown on the student identity card, given at induction and is in the student handbook. The phone is held by the director of operations and is not rotated among other staff.

W6 Students receive comprehensive and accessible information about getting from their arrival point to their accommodation in the school's well-presented pre-arrival guide. An airport pickup service is offered and transfer arrangements are clearly set out in the guide.

W7 The student handbook contains useful advice in relation to this criterion and administration staff can supply additional information on request. There are some useful posters on noticeboards and one includes information about local places of worship.

Accommodation profile

Comments on the accommodation seen by the inspectors

Homestay, residential and flat share accommodation is provided by four accommodation agencies registered with the British Council. The sales and marketing manager is responsible for liaising with the agencies and monitoring students' satisfaction with their accommodation. Two students were in homestay accommodation, one student was in self-catering accommodation. Two students aged under 18 were staying with their families.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Comments

W10 The agencies inspect all accommodation for safety and suitability before students are placed.
W11 All accommodation is re-inspected by the registered accommodation agencies at least every two years. The sales and marketing manager has not yet had the opportunity to inspect the accommodation offered.
W13 Students' requests for accommodation are forwarded by the school to the relevant agency. When a booking is confirmed the confirmation letter and information about the accommodation are sent to the student. The details include information about the approximate time and cost of travel between the accommodation and the school.
W14 The sales and marketing manager makes herself known to students on their first day. It is the school's responsibility to gather initial and end-of-stay feedback on students' satisfaction with their accommodation. An accommodation complaint form is available to students. The school's arrival, mid-stay and final feedback forms contain comprehensive questions about students' accommodation. The incorrect reference to 'host families' in the school's documentation was changed during the inspection to 'homestay hosts'. All feedback is analysed by the sales and marketing manager and any action taken is recorded. A number of questions were added to the feedback forms during the inspection to strengthen monitoring procedures. See W16, W18, W19 below.

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 checked="" 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 A question about the number of students staying in the same homestay was added to the school's feedback forms during the inspection.
W18 A question about the number of students sharing a student's bedroom was added to the school's feedback forms during the inspection.
W19 A question about other students speaking a student's own language in the homestay was added to the school's feedback forms during the inspection.

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

The school uses a British Council registered agency for all residential accommodation for students over the age of 18. There were no students in residential accommodation during the inspection.
W22 Cleaning arrangements are satisfactory and closely monitored by the accommodation agency.

Accommodation: other

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

Comments

W24 Students may ask for assistance from school staff but printed information for students about the possible problems when moving into independent accommodation had not been made available. This was provided during the inspection and posted on a noticeboard in the student common room.

Leisure opportunities

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

Comments

W26 Information about local events and social and excursion activities is displayed on noticeboards in the student common room.

W27 The senior sales and marketing executive took over responsibility for the organisation of the social programme in January 2017. She is responsible for researching, planning and organising activities. The social programme is limited in scope but is responsive to students' requests. A programme of activities, usually one or two a week, is provided in the afternoons or evenings. There is at least one free event each month. The school uses a tour agency which organises events in London and weekend excursions.

W28 Detailed risk assessments are in place for outsourced tours and day trips and social activities organised by the school. They include clear guidelines on how to respond to situations where students are at risk. However, some of the risk assessments for the school's social events had not been signed off by the staff member accompanying the group.

Welfare and student services summary

The provision meets the section standard. The needs of students for security and pastoral care are met. The accommodation provided is suitable and the management of the accommodation systems is efficient and effective. A limited leisure programme is offered by the school and other leisure opportunities are advertised.

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 procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school takes 16 and 17 year-olds on adult courses and runs short-stay courses for closed groups for students aged seven to 17. Five closed groups ran in July and August 2016. At inspection, there were two 16/17 year-olds enrolled.

C1 There is an appropriately detailed safeguarding policy, which includes information on safe recruitment and recognising abuse. The documentation includes guidelines on handling delayed DBS checks. There is no evidence of annual review as it is undated. There is a short statement of the responsibilities of the designated safeguarding lead in his job description.

C2 The policy, which is available for all staff, is a specific part of the induction for new teachers. All staff have had

online basic awareness training with the exception of one teacher. However, this teacher was recruited a few days before the inspection and had not been assigned to the two classes attended by the 16/17 year-olds. The director of operations, as the designated safeguarding lead, has had specialist training and the DoS has received advanced training.

C3 The safeguarding policy is available in the staff handbook and is set out on the website. The level of care and support given to students under 18 is clearly set out.

C4 Recruitment procedures in relation to this criterion are not in line with safer recruitment best practice. Four teachers had provided only one reference. Six teachers who were recruited for the free speaking classes have not been DBS checked. The four homestay agencies follow safe recruitment procedures. Documentation seen at inspection confirmed that police checks had been conducted on all the group leaders of the closed groups in July and August 2016.

C5 Under 18s sign in and out each day and their ages are indicated on class registers. There are appropriate procedures in place to track students who are ten minutes late for class. Under 18s have weekly meetings with the designated safeguarding lead, which gives them an opportunity to give feedback on their progress and any welfare issues, although there were no comments seen in documentation. See W3 above. The inspectors scrutinised documentation regarding the arrangements made for the supervision and safety of students in four closed groups in July and August 2016 for which the school provided tuition only. Satisfactory arrangements had been put in place to ensure that students under the age of 18 had not been placed in classes with students of 18 years or older. Group leaders are required to provide supervision at all times for their own groups.

C7 Junior students in closed groups are accommodated in full-board homestay accommodation. The school's accommodation Terms and Conditions refer to host 'families', which may mislead students about the actual provision.

Care of under 18s summary

The provision meets the section standard. There is, in general, satisfactory provision for the safeguarding of students under the age of 18 within the organisation and in the leisure programme and accommodation provided. One area is in need of attention; recruitment procedures are not in line with safer recruitment best practice.
