

Organisation name	Speakeasy School of English, London
Inspection date	21 - 22 March 2013

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"/>

Recommendation

We recommend continued accreditation but recommend that evidence be sought to demonstrate that weaknesses in publicity have been addressed.

Publishable statement

The British Council inspected and accredited Speakeasy School of English, London in March 2013. The Accreditation Scheme assesses the standards of management, resources and premises, teaching and welfare and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/accreditation for details).

This private language school offers courses in general English for adults.

The inspection report noted a need for improvement in the areas of publicity and course design.

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

Organisation profile

Inspection history	Dates/details
First inspection	October 2009
Last full inspection	October 2009
Subsequent spot check (if applicable)	May 2011
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related schools/affiliates	N/a
Other related non-accredited activities (in brief)	N/a

Private Sector

Date of foundation	September 2002
Ownership	Speakeasy (School) Ltd
Other accreditation/inspection	ISI

Premises profile

Address of main site	Other site(s) inspected	Other site(s) used but not inspected
Speakeasy School of English 24 Chiswick High Road Chiswick London W4 1TE		

Comments (including details of any additional sites used but not inspected)

The school occupies the first, second and third floors of a terraced nineteenth century former town house overlooking Chiswick High Road. A range of shops, restaurants and other services are located close by and there is easy access to the London underground. A staircase from the main entrance at street level takes visitors to the reception/office area where the management and administrative staff are located. As well as there being four classrooms on the upper two floors, there is a small room used for meetings and quiet work for the principal. There are two toilets and a kitchen area above the office area.

The owners' twenty year lease on the building was renewed in September 2009 with break clauses and rent reviews every five years.

Student profile	At inspection	At peak (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
EFL/ESOL Students (eligible courses)	At inspection	At peak (organisation's estimate)
Total EFL/ESOL student numbers (FT/PT)	118	148
Number on PBS Tier 4 General student visas	4	8
Number on PBS Tier 4 child visas	N/a	N/a
Number on student visitor visas	14	51
Number on child visitor visas	N/a	n/a
Full-time ELT (15+ hours per week) 18 years and over	5	10
Part-time ELT 18 years and over	113	138
Under 16 years	N/a	N/a
Aged 16-17 years	N/a	N/a
Minimum age	18	18
Typical age range	20-30	20-30
Typical length of stay	12 weeks	4 weeks
Predominant nationalities	Spanish, Polish	Spanish, Polish

Staff profile	At inspection	At peak (organisation's estimate)
Total number of teachers on eligible ELT courses	8	10
Number teaching ELT under 10 hours/week	1	
Number teaching ELT 10-19 hours/week	2	
Number teaching ELT 20 hours and over/week	5	
Total number of additional support/ancillary staff	1	

Course profile

Eligible activities	Year round		Vacation		Other: N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL 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 course structure and timetable is the same as at the time of the 2009 inspection. The majority of the courses teach general English following the Callan Method (CM) and there are a couple of exam classes. Courses are run in blocks of two, three or four lessons per day with each lesson consisting of 50 minutes. The majority of the students enrol for 15 lessons per week (12.5 hours).

Introduction

The school estimates that 80 per cent of all courses are CM general English courses and 20 per cent are exam courses. At the time of the inspection there was one Cambridge ESOL First Certificate course (FCE) and one Cambridge ESOL Advanced English course (CAE). The CM method has prescribed lesson content with tight recycling and revision of language and a change of teacher every lesson. This enables the school to offer students a flexible timetable allowing them to study either in the morning, afternoon or evening or a mixture of all three if necessary to fit in with their personal circumstances. All students are offered a free trial lesson before enrolling to see if the method suits them. The school closes for two two-week holidays over the Easter and Christmas period to enable the owners to take a break. The school is open on weekdays from 9.30am to 9.30pm.

Most of the students are already resident in west London. There was a slight change of student profile between the 2009 inspection and the spot check in 2011 with an increase of Tier 4 students. With the recent changes in the economic climate the student profile has shifted again. Currently there is a higher proportion of Spanish and Polish students most of whom find out about the school through word of mouth and the strong connection with the local Polish community.

The inspection lasted a day and a half. The inspectors talked to the two owners who divide the main roles of running the school between them. One is the principal and academic director and the other the chief administrator. The latter position covers welfare, accommodation and reception. The inspectors held two focus groups one with students and one with staff. Six teachers were observed, some twice. Eight teachers were teaching the week the inspection took place but only six teachers were observed, some more than once, due to timetable constraints.

There were no visits to inspect accommodation as the school uses the services of two accommodation agencies that are registered with the British Council. Accommodation systems were checked and one inspector telephoned one of the agencies to discuss arrangements with the school.

Management

Legal and statutory regulations

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

Comments

M1 Sampling identified the following issue: one teacher is self-employed and the school should seek further advice from HMRC office to ensure it complies with tax requirements.

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 checked="" type="checkbox"/>	
M4 Communication	<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 type="checkbox"/>	
M6 Recruitment (under 18s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M7 Declarations (under 18s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M8 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M10 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M2 The management structure is very clear. The owners operate as a tight knit effective team. The principal is active in the school on a daily basis and shares much of the management structure with her husband who is responsible for the day-to-day administrative and reception work. They are able to cover each other's role which ensures that there is continuity at all times.

M3 A job title and generic job description is included in staff contracts, but there are no separate job descriptions.

M4 Informal communications are very good and staff commented positively on the accessibility and effectiveness of communication between staff and management. Minutes of more formal meetings are recorded and maintained systematically.

M8 A thorough five day induction procedure is in place for teachers, which includes observation, team teaching and gradual timetabling into the CM format of lessons. Staff commented appreciatively on the time and support that was made available.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M11 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M16 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M11 The principal and the administrator manage the administration of students. One member of the teaching staff is employed on a regular basis to assist in the administration area and there is also a receptionist. They are both available to provide admin support as required.

M13 The enrolment process relies entirely on emails and hard copy enrolment forms. No electronic student database is kept until after students leave, when records are transferred to electronic files for ease of storage.

M14 A change of address form is available and students are asked to inform reception if their accommodation changes.

M15 There is an attendance policy and students who require a Tier 4 visa are closely monitored. However, the lack of any electronic records means that tracking student absences (Tier 4 visa and non-visa students) has to be done by identifying and following individual student record cards in multiple registers. There was no evidence that non-Tier 4 student absences were followed up consistently.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M17 Action plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M18 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M19 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M20 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M21 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 The majority of the points were addressed but no data is provided to justify the claims made about the CM and the information about the social programme is still misleading.

M19 Feedback is collected on a regular basis, although initial feedback is not routinely collected. Clear records of action taken are maintained.

M20 Staff complete a form before their annual appraisal and an additional feedback form is available for any points that need to be raised in the interim. Actions points are clearly recorded.

M21 In the student lounge, next to the suggestion box there is a small framed procedure for complaints. Thorough records of complaints and the action taken are kept but individual students are not issued with a procedure on joining a course.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M22 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Realistic expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M25 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M26 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M27 Level of care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M28 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Leisure programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M30 Teacher descriptions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M31 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

M22 Comprehensive information is available on the web and in the student brochure. The student handbook is referenced in both (and available in pdf on the web) but the density of text and level of English in the publicity used makes it inaccessible to prospective clients unless they already have a high level of English.

M23 Not met. The CM claim on the website and in several places in all the course books is misleading. No evidence is provided to support the Callan Method claim 'Learn English with the Callan Method in a quarter of the time and half the price of other leading methods! A web search for the school produces the web address accompanied by the claim 'Learn the English language four times faster at a friendly English language school in West London.'

There is also a live link from the course page to the Callan Method website and students are referred to this to watch the demo lesson clips available there. Potential students taking the trial lesson are similarly exposed to the claims via the course book, where the 'Learn English in a quarter of the time' claim is repeated in several places.

M25 The number of taught lessons is stated, but the number of taught hours is not clearly specified.

M28 The information provided in relation to accommodation is clear and accurate.

M29 The school maintains it does not offer a social programme, so misleading information such as 'for details of our social programme, please visit our Facebook page' should be removed.

M30 The description of teacher qualifications and experience did not apply to all the teaching staff employed at the time of the inspection. The school publicity states 'All your teachers are professionally trained, with specialist English teaching qualifications in addition to a degree.' but one of the teachers did not have an EFL qualification and one did not have a first degree or equivalent.

Management summary

Overall the provision meets the section standard. Management structure, staffing and employee administration are satisfactory. Student administration is completed and records are maintained, but efficiency and effectiveness are limited by hard copy record systems, and as a result tracking of student absences is time consuming. Quality assurance measures are used to benefit the school and improve the services offered. Publicity is comprehensive but not always completely accurate or easily accessible to lower level speakers of English. Any claims about the effectiveness of the teaching method used need to be supported by objective data and the description of teaching qualifications needs to apply to all teaching staff.

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 type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises provide a comfortable and professional environment for staff and students.

R2 The building has been rewired and most windows are now double glazed. The school is in good decorative order and framed pictures and books on the mantelpiece help create a very welcoming atmosphere throughout the school. Some sections of the stair carpet are ready for replacement and there is no wash basin in one of the toilets.

R3 The classrooms can comfortably accommodate the student numbers. The top floor classrooms can be warm in summer but there are plenty of fans available. Only the classroom used for exam classes has a whiteboard. The CM does not require the use of a board.

R6 The teachers use the office between lessons. While this system could appear to be problematic in practice it works adequately. The shift system means that not all the teachers are in the building at the same time and the CM does not require significant resources or preparation space. Teachers commented positively on the arrangement. There is a small kitchen with a microwave and kettle for student and staff use.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Learning 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 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 There is a full set of CM books and a copy of the FCE and CAE course books used including the audio material. There is a very restricted choice of additional books and resources available.

R8 There is a very small stock of non-CM books and no up-to-date supplementary books or ELT methodology books to support teachers with the non-CM classes.

R9 The CM uses very limited resources. A CD player is available for the exam classes and students can use their

own electronic devices to access the free Wi-Fi system outside class time.
R12 Feedback from teachers is collected and has been used to inform changes to the exam courses. The CM course books were updated in 2011 and some of the vocabulary and example sentences were changed but there was no review of the methodology.

Resources and environment summary

The provision meets the section standard. The premises are generally well maintained and efforts have been made to create a welcoming and friendly atmosphere. The office and stair carpets are in need of some attention and the lack of a basin in one toilet needs to be addressed. The facilities for students' relaxation are of a good standard. The CM provides all the teaching resources that are required. The exam course books cover the immediate resource needs of these classes, but the supply of supplementary resources and up-to-date methodology resources for teachers is inadequate.

Teaching and learning

Academic staff qualifications

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	1
Certificate-level ELT/TESOL qualification (TEFLI)	7
Diploma-level ELT/TESOL qualification (TEFLQ) + qualified teacher status (QTS)	
Certificate-level ELT/TESOL qualification (TEFLI) + qualified teacher status (QTS)	
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	1
Total	9

These figures include the academic manager(s)

Comments

The principal was not teaching during the inspection period although she sometimes teaches to facilitate peer observation.

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 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"/>
T6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T1 One teacher does not hold a level 6 qualification but the rationale provided was accepted in the context of this inspection.

T2 At the time of the inspection one of the eight teachers employed did not have an ELT/TESOL qualification.

T3 The rationale for the teacher with no ELT/TESOL qualification was accepted within the context of this inspection.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T7 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T8 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T10 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T12 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T8 Classes are timetabled into a schedule which does not change. There is a different teacher each lesson on each day. A colour coding system is used to identify different class levels.

T9 In the first instance absences are covered by one of the receptionists who also works as a part-time teacher. The principal is also available to cover lessons if required.

T10 The prescribed language content used in the CM includes continuous recycling and repetition of structures. Where necessary students are timetabled into their class level and the previous stage so they are exposed to the language needed.

T12 The principal observes teachers at least once a year and provides written and oral feedback. Teachers commented on the usefulness of these observations and the other peer observations undertaken.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T13 Course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Review of course design	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T17 Study and learning strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T18 Linguistic benefit from UK	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T13 The CM is based on stated principles but it was developed more than fifty years ago and the course design has not been changed since then. Consequently it has not taken into account developments in the ELT profession since its implementation. All students and teachers are expected to read and understand the background explanation of the CM, in which the principles underpinning the method can be found.

T14 No review of the CM course design takes place although the course materials were reprinted by the Callan School in 2012 and some of the vocabulary was substituted with less archaic language. The prescribed CM course design has been used in the Speakeasy school since it started in 2002. In one of the exam classes the course book material was allocated differently in response to teacher feedback.

T15 Student books, which all students must buy, represent the course description: there is rarely any deviation from the book. Students in the focus group said they were happy with the lesson content.

T16 Comprehensive descriptions of the method are provided but as the CM considers that all students have the same requirements to make progress no account of individual student needs is made and there are no variations in classroom plans and delivery.

T17 The CM makes no reference to independent study and learning strategies. No references to strategies was made in non-CM lesson plans or segments observed.

T18 The CM does not include strategies to enable students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T19 Placement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

T21 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T22 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T23 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T19 All prospective students are given the CM entry test.

T20 The CM tests students every four to six weeks, but the testing tools used (yes/no quiz and dictation) are not consistent with the emphasis on speaking inherent in the programme.

T22 Information is provided in the student handbook.

T23 Academic reports are provided on request.

Classroom observation record

Number of teachers seen	6
Number of observations	9
Parts of programme(s) observed	All

Comments

Mainly 'new work' and 'revision hour' blocks were observed because of timetabling constraints. Three non CM lesson segments were observed.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T25 Lesson planning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Resource management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Feedback and correction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T31 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T32 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T25 Teachers do not produce lesson plans as the CM prescribes lesson content and there is a script for teachers and students. The teachers were clearly familiar with the scripts and followed them without deviation. Non-CM lesson plans were weak with no reference to learner outcomes.

T26 Lesson segments contained a sequence of activities but these are dictated by the method. Language was not always natural and frequently lacked meaning through lack of context. Non-CM segments were also book driven.

T27 The principal techniques used in the method are the rapid delivery of questions, repetition, automatic correction, reading aloud and dictations. The techniques were employed consistently in line with the CM method. The methodology does not allow time to adjust language practice to the needs of individual students.

T28 The principle resources in the CM are the teacher's book of scripts placed on a stand, the student's book and wall charts. There are no whiteboards or audio resources. As specified by the CM method teachers stand for most of the lesson but may use the stool by the book stand for certain sections. Teachers managed the resources appropriately in line with the CM but in many cases student utterances were merely repetitions of teacher responses to their own questions. The whiteboard was used to limited effect in non-CM segments.

T29 Teachers were able to present the linguistic systems listed in the CM course book. The models of spoken English in CM and non-CM segments were often given in isolation and lacked meaning.

T30 Correction and feedback techniques are specific to the method. Constant correction is a feature of CM, all faulty or slow student repetitions are corrected instantly. Individual students are required to respond immediately without hesitation; with the pressure on time, weaker students rarely produce a complete utterance.

Students were not given any opportunities to self or peer correct in the CM segments and only very occasionally in non-CM segments.

T31 Teachers all had a strong presence in the classroom and sustained the rapid exchanges required by CM.

Interaction in the CM is essentially teacher to student and student to teacher. There was minimal or no student to student interaction in the CM or the exam segments observed.

T32 The atmosphere in the classes was positive. Although the CM approach does not encourage deviation from the script the occasional praise from the teacher or response personalised by a student relieved the constant format of the question and answer routine.

Classroom observation summary

The teaching observed met the standards of the Scheme. With the exception of the exam classes teachers are not responsible for planning lessons. Teachers were consistent and competent in delivering their scripts but even exam classes showed little or no deviation from the book or attention to individual learning needs of students. Teaching techniques and interaction patterns in all lesson segments were dominated by those accepted by CM and teachers followed the prescribed activities consistently. The resources permitted were handled effectively and language work was clear in the main. Although the emphasis on correction throughout all lessons was very high teachers still managed to maintain a positive atmosphere in the class.

Teaching and learning summary

Overall the provision meets the section standard. Teachers and academic management are appropriately qualified and teachers receive good professional support with regard to the CM. Course design is based on stated principles but the approach has not changed since its implementation so it does not take into account developments in the ELT profession with regard to individual learner needs or study and learning strategies. The programme of learning is managed in line with the requirements of the CM. The teaching observed met the standards of the Scheme overall.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W2 All staff have a caring attitude towards students in this friendly, family run school.

W3 The welfare officer is available to discuss any personal problems with students.

W5 The emergency contact number is located in the student handbook, but this is not read by most students. The number might be added to the hand out that students receive when they pay for their courses.

W7 All of the necessary information is to be found in the student handbook. The school has plans to make this information more accessible to students by distributing copies in the student lounge. Some of the language in this document might be simplified.

Accommodation profile

Number of students in each at the time of inspection (include all students)			Total seen by inspectors
Types of accommodation	Adults	Under 18s	
Arranged by provider/agency			
Homestay			
Private home			
Home tuition			
Residential (student houses, halls or hostels)			

Hotel/guesthouse			1
Independent self-catering			
Arranged by student/family/guardian			
<i>Students own arrangements</i>	118		

Comments

The school uses two accommodation agencies registered with the British Council. These provide accommodation in homestays, hostel, and shared flats. The vast majority of the school's students find their own accommodation. One of the inspectors spoke with a representative of one of the agencies and was satisfied with the arrangements in place between them and the school. The school also recommends local hotels and the inspectors stayed in one of these.

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 type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

W14 The school's principal is responsible for dealing with any accommodation problems. The school gathers feedback on homestay accommodation through distributing an early bird questionnaire.

Accommodation: homestay and private home

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Declarations (under 18s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W18 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W19 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W22 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W23 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W24 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W25 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W26 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Although the school visits hotels that it recommends it does not currently inspect any of their facilities.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W27 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W28 Leisure programmes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W29 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W30 Responsible person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W27 The school publicises cultural and sporting events on a display board and through leaflets.

W28 The school does not provide a leisure programme although it does occasionally put on an activity, for example, a Valentine's Day quiz. It also promotes tours and excursions run by a travel agency.

W29 The school showed one of the inspectors copies of risk assessments carried out by the travel company.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
W31 Accommodation and meals provided	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W32 Inclusive leisure programme	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W33 Activities supervision ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W34 Student rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W35 Supervision information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W36 Host awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W37 Responsible adult	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W38 Age-segregated accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W39 Residential supervision ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W40 Contact number for parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W41 Contact number for provider	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W42 Group leaders	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

The school does not accept students under 18 years of age.

Welfare and student services summary

The section standard is met. This caring and friendly school offers appropriate pastoral care to its adult students. Accommodation is provided through agencies registered with the British Council. The school provides students with information about social and cultural events that take place in London.

