

Organisation name	Speakeasy School of English, London
Inspection date	19–20 September 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Speakeasy School of English in September 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 (18+).

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

Strengths were noted in the area of staff management.

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	March 2013
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	September 2002
Ownership	Name of company: Speakeasy (School) Ltd Company number: 4500049
Other accreditation/inspection	N/a

Premises profile

Address of main site	24 Chiswick High Road, London W4 1TE
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 located in west London on the border of the London boroughs of Hounslow, and Hammersmith and Fulham. It occupies the first, second and third floors of a terraced nineteenth century former town house, and is on good bus and underground transport routes. A wide range of shops, restaurants and other services is located nearby. From street level a staircase leads to the first floor reception/office, where the directors and the teachers are based. Directly above this is a kitchen area and two toilets. There are four classrooms on the two upper floors, and on the first floor there is a student common room with drinks and snack machines, and a student lounge. On the second floor there is a small staff workshop.

Student profile

	At inspection	In peak week: March (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	3	10
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	67	102
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	70	112
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: actual minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a

Junior programmes: actual maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18+	18+
Adult programmes: actual minimum age	18+	18+
Adult programmes: typical age range	20–40	20–30
Adult programmes: typical length of stay	12 weeks	4 weeks
Adult programmes: predominant nationalities	Spanish, Brazilian, Polish	Spanish, Brazilian, Polish
Number on PBS Tier 4 General student visas	N/a	N/a
Number on PBS Tier 4 child visas	N/a	N/a
Number on short-term study visas	14	30

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	10
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT 10–19 hours a week	1	
Number teaching ELT under 10 hours a week	3	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or 3 years relevant experience	0
Total	1
Comments	

The academic manager covers for absent teachers but is not normally timetabled to teach.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	7
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	8
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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

General English courses follow the Callan Method (CM) and are delivered in blocks of two, three or four lessons a day; each lesson is 50 minutes long. Classes are timetabled throughout the day and evening, starting at 09.30 and ending at 21.20. Classes may range from CM Stage 1 to Stage 12. The majority of the students enrol for 15 lessons per week (12.5 hours). Classes leading to three international examinations are offered; at the time of the inspection an IELTS class was running for 12.5 hours in the afternoons. Speakeasy usually delivers between two and four examination preparation classes a year at two levels.

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	4	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	0	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
Arranged by student/family/guardian		
Staying with own family	0	N/a
Staying in privately rented rooms/flats	66	N/a
Overall totals adults/under 18s	70	N/a
Overall total adults + under 18s	70	

Introduction

Speakeasy School of English is family-owned and managed and is a Callan Method Accredited School. Most of Speakeasy's students are already resident in west London, and many work in the community. Most find out about the school through word of mouth.

All the non-examination classes employ the CM, which has scripted lesson content with an emphasis on speaking, listening and reading. Language is repeated, recycled and revised, and the method prescribes a different teacher for each lesson on a given day. The school is thus able to offer students a flexible timetable, attending morning,

afternoon or evening, or a mixture of all three, to fit with their personal circumstances and working patterns. All students take a trial lesson before committing themselves to the course, so they are aware of the methodology they will experience.

The school offers homestay accommodation through two London accommodation agencies registered with the British Council, so it was not necessary for inspectors to make homestay visits. However, one inspector checked the accommodation systems and the liaison procedures between the agencies and the school, and phoned the most-used agency to discuss these arrangements.

The inspection lasted a day and a half. The inspectors interviewed the two directors about their various roles, and held meetings with a group of students and a group of teachers. Although eight teachers were employed in the week of the inspection, only five were timetabled on the inspection days. These were all observed teaching, one of them twice.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

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

Comments

M2 The management structure is simple and clear and well understood by all staff and students. One director is responsible for finance, administration and welfare, and the other for academic management and fulfils the role of principal. Both share the reception duties, although they are supported by a part-time receptionist who is employed at peak times. Both directors are very familiar with the other's role and are able to cover for each other, so continuity is ensured. They form an effective leadership team.

M3 Job descriptions are minimalist, but incorporate post-holders' main duties and responsibilities. The director with responsibility for welfare includes in his role the duties of safeguarding officer for vulnerable adults, and this is reflected in his job description.

M4 Communication between staff and management was characterised as excellent by the teachers. Although a room is available for teachers' quiet work, teachers and management by design share an office, which encourages interaction. This informal communication is supported by occasional, regular formal minuted meetings. Due to the all-day timetabling not all staff are able to attend all meetings, but minutes are prominently displayed. Managers have regular meetings with the team at the CM organisation in London, and judged that they were able to exert some influence on the company. Some teachers were less confident that the CM organisation listened and acted on feedback.

M7 A thorough five-day induction procedure is in place, so that teachers unfamiliar with the CM can observe and teach alongside a more experienced colleague. New staff are gradually eased into the full teaching load, with support from the principal in terms of observation and feedback. Staff commented favourably on the time spent and effort made with induction.

M9 There is a formalised policy, and staff are encouraged to attend external conferences and follow webinars and professional events online. Discussion of pedagogic issues takes place at staff meetings. (See also T10.)

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 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 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 checked="" type="checkbox"/>	

Comments

M10 Both directors share the administration of students, with help from the receptionist at peak times. Accurate paper records are kept.

M14 The attendance and punctuality policy is clearly set out in the student handbook, and this is adhered to by staff.

M15 There is a substantial section in the student handbook relating to conditions under which students may be asked to leave a course, but for students the terminology such as 'indiscipline', 'inappropriate behaviour' and 'breach of conduct' needs to be clarified and more clearly exemplified in behavioural terms.

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

Comments

M16 The majority of the many points had been conscientiously addressed, leading generally to much tighter systems and procedures, thus placing the operation of the school on a more professional foundation. However, no comment is made of any action taken, or not, in relation to the absence of review of the CM course design, or the absence of a hand-basin in one of the toilets. The school has in practice no control over the former, and there is no space for the latter. There are handwashing facilities in the nearby kitchen.

M17 The actions taken in response to the previous inspection's points to be addressed indicate a commitment to continuing improvement. Changes made to the website, the drawing up of job descriptions, the introduction of tutorials, and the complaints procedure, among other things, provide evidence of this. Contents of the minutes of staff meetings provide further evidence of the school's desire to develop.

M18 Initial feedback is now collected and, together with an end-of-course satisfaction survey, informs changes in the school.

M19 There is now a clear complaints procedure set out in the student handbook.

Publicity

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

M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The main source of publicity is the website. In addition, the school displays a CM pamphlet in the foyer published by the Callan Organisation.

M22 Information about the school and its services are generally accurate. There is, however, a photograph of the upper storeys of the school which gives rise to the expectation that the premises are a town house. This is actually the historical case, but currently the ground floor has been converted into shops, and so the visual effect is very different.

M23 The description of the courses on the website is limited, but acceptable. However, there are two claims in the pamphlet which are potentially misleading. Firstly, under '10 excellent reasons to choose the Callan Method' it states: 'You hear natural speech.' The delivery speed, at considerably more than the 120 words per minute linguists estimate is the norm, belies this claim. Secondly, under 'Fast learning and test success' the pamphlet states that '...by the end of stage 10 you've studied everything you need for a B2 test (e.g. Cambridge English: First – FCE).' Since the CM includes minimal focus on writing skills, this is not the case.

M24 The minimum enrolment age is mentioned in the introductory paragraph on the home page, but is not highlighted elsewhere except in the FAQs. Similarly the maximum class size is only stated in the FAQs. Both need to be given more prominence.

M25 Clarification is needed of the situation in relation to examination fees and the course fee, and whether the latter includes the former.

Management summary

The provision meets the section standard. Staff management is well handled, and communication within the school is good. Student administration is thorough, although the conditions under which students may be asked to leave a course need refining. Quality assurance has improved greatly since the last inspection. Publicity on the school's website gives a fair picture of the work of the school. However, the Callan Method pamphlet makes two claims which are difficult to substantiate. *Staff management* is an area of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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 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 premises provide a comfortable and professional environment for staff and students.

R2 The school is in good decorative order, and has double-glazing, so the classrooms are protected from the noise from the main road. There are framed pictures on the walls which personalise the surroundings, while not detracting from the professional atmosphere. There is still no hand-basin in one of the toilets, a point that was made in the previous report. However, hand-washing facilities are available in the adjacent kitchen. See also M16.

R3 The classrooms can accommodate the present student cohort, and two rooms can accommodate the maximum class size of 14. At the time of the inspection, classes were being interrupted by considerable noise from construction work in the adjacent building, but teachers were able to move affected classes to the student common room.

R4 Students have a room with snack and drinks machines, and a large pleasant room at the front of the building which links to the refreshment room and which has both armchairs and upright seating. There is a small kitchen for student and staff use, and a wide range of food outlets in Chiswick High Road.

R6 The teachers share the office on the first floor with the managers. Since the CM requires little preparation and no resources other than the coursebook, staff do not need as much working space as in a more conventional school. There is a small room on the second floor which staff may use for quiet work.

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 checked="" type="checkbox"/>	<input 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 The school has a full set of the CM coursebooks and the Teacher's book, and some coursebooks relating to exam classes, which include the audio material for the chosen texts. Students are issued with their own CM coursebook at the relevant level/stage. There is very little else in the way of general EFL resources.

R8 There is a limited stock of non-CM books and very few current supplementary texts, EFL journals or magazines, although the inspectors were told that the collection is slightly larger than at the last inspection.

R9 The CM uses no technology in lessons. A CD player is available, and the school has Wi-Fi which enables students to use their own electronic equipment outside class time. The Callan Organisation does offer free access to an 'interactive student practice area' which students may access on their mobiles or tablets. Some students commented that they used this facility and found it helpful.

R10 The student lounge offers an area for quiet study, but there are no self-access facilities.

R12 The minutes of the teachers' meetings reveal that discussion takes place over which coursebook to choose for exam preparation classes. The managers pass on views on the CM texts to the Callan Organisation, but no changes have been made since 2012.

Resources and environment summary

The provision meets the section standard. The premises are generally well maintained and have been effectively personalised. Students have a spacious area for relaxation and private study. The school provides the resources that are required by the Callan method, but the supply of supplementary resources for teachers is inadequate.

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

Comments

T1 The rationale for the teacher without a Level 6 qualification was accepted within the context of this inspection. He came to the school with some years of life experience overseas.

T2 One teacher does not have an ELT qualification.

T3 The rationale for the teacher without an ELT qualification was accepted within the context of this inspection. He has QTS and many years' experience in the public sector, and has been trained in the CM.

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 type="checkbox"/>	<input 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 All staff are able to teach CM classes, and the method requires that each 50-minute class has a different teacher for each lesson on a given day. Exam preparation classes rotate between the members of the teaching team. Hence deployment is essentially based on availability.

T7 Classes are assigned according to the size of the classroom and the number in the group.

T8 Absences are covered by other members of staff, or by the principal.

T9 Students may enrol on any weekday. Nothing in the CM course design allows for integration of new students, and there is nothing in the staff handbook which gives any guidance in this area. Structures are, however, recycled and repeated. New students have all observed a lesson, so they have been exposed to the method already, and teachers explained that they departed from the strict CM by easing them into the method gently, by, for example, leaving them till last in the question sequence.

T11 Teachers are observed by the principal at least twice a year, and she provides both oral and written feedback. Teachers commented that they found these, and the peer observations they undertook, invaluable in honing their techniques. An assessor from CM head office also regularly monitors teachers' performance either through the use of recordings or live observation, and gives authoritative written feedback on the adherence to the CM.

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

T12 The CM is based on a clear methodology, which is explained in detail in the staff handbook, and the CM Teachers' Guide. There is, however, very little in either publication which states the underlying linguistic theory on which the method is based, and there is no syllabus which forms the foundation for the CM coursebooks, although levels have been mapped by the CM organisation to the Common European Framework of Reference (CEFR) in terms of linguistic items. There is a course structure in the sense that the coursebook supplies a script which the teacher must adhere to.

T13 The Callan Organisation updated the coursebooks in 2012 when certain vocabulary items were deleted, certain questions changed and certain cultural elements modified. However, other elements have not been reviewed or changed since then.

T14 Course outlines in the form of the CM coursebooks are available to students, but these do not identify any learning outcomes. The CEFR mapping relates to discrete linguistic items, not to 'can do' statements, so does not constitute learning outcomes as such.

T15 The CM makes no reference to, and takes no account of, independent learning and strategies to achieve autonomy. In non-CM lesson segments and plans no reference was made to learning strategies.

T16 The CM courses do not include strategies which enable students to develop their skills outside the classroom. However, the school has tried to respond to this absence in CM classes by introducing voluntary free sessions of themed conversation.

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 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 checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 The school uses the prescribed CM placement test which consists of a dictation, 33 questions, and a pronunciation test, all parts being weighted equally. The school adds an informal oral interview which is not assessed, as it is not part of the methodology.

T18 The school tests the students regularly after a 12-week course. Tutorials were introduced in March 2017 on an optional basis, and students usually ask for them after the results of the progress test. A tutorial form is completed with objectives, but some of these are rather general, and others have not been followed up.

T21 Academic reports are provided on request.

T22 There is a link on the the school's website to the British Council guide to higher education, and one of the directors can give further support.

Classroom observation record

Number of teachers seen	5
Number of observations	6
Parts of programme(s) observed	CM at three stages, morning and evening classes; IELTS preparation

Comments

Four CM segments and two IELTS preparation segments were seen, the latter taught by the same teacher. This was because no other non-CM teaching was timetabled, and both inspectors needed to observe a non-CM segment.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers were able to present the linguistic items covered in the CM coursebook. Where students obviously did not understand a word, this was clarified by the teacher, although sometimes complex definitions, integral to the CM, obscured meaning. There was a clear focus on pronunciation, and accurate spoken models were provided, though these were usually decontextualised and therefore lacked pragmatic meaning. Sometimes at sentence level pronunciation was distorted because of the teacher's emphatic stress on words mispronounced by the student.

T24 The CM course material is generic so the specific needs and cultural backgrounds of the students are not accounted for by the CM. Many of the target language utterances in the question-and-answer phase lack naturalness. Course objectives are not made explicit.

T25 No learning outcomes are identified either implicitly or explicitly on lesson plans, either overall or for the stages of the lesson in the CM. The method requires that students are not given any information about outcomes, and nor are they to be 'warmed up' to the content of the lesson.

T26 The principal techniques required by the method are the very rapid delivery of questions and answers, repetition, correction of all errors, reading aloud, and dictations of semantically unrelated sentences. Teachers in the CM lessons were confident in their use of voice, gesture, repetition, pace and intensity, all required features of the method. Scripts were followed without deviation, as the CM advocates. But the techniques restrict teachers from meeting individual student needs. In non-CM segments, questioning techniques were limited, with insufficient precision in elicitation and concept-checking.

T27 Resources in the CM are the teachers' scripts, which are delivered standing from a lectern, the students' books and a simple wall chart. Although some classrooms were fitted with whiteboards, these were not used in the CM lessons. Within this context, and within the parameters of the CM, teachers managed their scripts, their limited resources and their students well. In non-CM segments the exam material chosen was appropriate but not fully exploited, and the whiteboard was under used.

T28 Instant correction by the teacher is a hallmark of the CM, and all student slips, errors and slow responses are immediately corrected. So feedback took the form of systems correction, and lots of encouragement and praise

when students managed repetitions and responses effectively. Weaker students who were prone to hesitate seldom had the opportunity to produce a complete utterance, or self-correct.

T29 Again within the narrow parameters prescribed, limited evaluation did take place, for example, when presenting a new lexical item, the item was modelled, then demonstrated and exemplified and then a question asked to check understanding/learning. The non-CM segments did not plan for, or contain in execution, review of the learning that had taken place in the various stages of the lesson, or in the whole lesson.

T30 Teachers all impressed their varied personalities on the lesson, and were authoritative presences in their classrooms. They maintained the pace and time pressure, thus limiting students' thinking time, as is required by the CM. Interactions are prescribed as teacher to student and vice versa, so the method is teacher-fronted, and many of the responses required from the students were not formulated by the student but were repetitions of the teacher's answers to their own questions. Despite this, there was generally a positive atmosphere in the classrooms, and the students were engaged and responsive.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to weak, with the majority satisfactory. Knowledge of the linguistic systems of English, as exemplified in the Callan coursebooks, was sound. Lesson content did not take account of the needs and cultural background of the students, and no learning outcomes were identified. In most lesson segments observed, techniques were appropriate for the chosen methodology, and students were generally engaged. Limited feedback was provided to students, primarily through constant correction, and there were restricted opportunities to evaluate learning. A co-operative learning atmosphere prevailed, and students were positive about the progress they were making.

Teaching and learning summary

The provision meets the section standard. The academic manager is appropriately qualified and experienced in the Callan Method, and leads her team effectively with sufficient support and guidance, but the methodology restricts them from fully meeting the learning needs of their students. Course design does not take account of more recent developments in the ELT profession, particularly in the area of individual student needs. Programmes of learning are managed in line with the CM, and a tutorial system is in development. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Course design*.

Welfare and student services

Care of students

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

Comments

W1 Measures are in place to ensure the safety and security of students on school premises. Building risk assessments are up to date, and reviewed regularly. Fire drills are held four times per year, and recorded. Both directors are trained in first aid. The front-door video entry system was being repaired at the time of the inspection, but the front door was being monitored closely from the office, which is always staffed when the school is open.

W2 Pastoral care is very good. All school staff prioritise the well being of the students and there was evidence of a consistently supportive approach to pastoral issues. The two directors are easily accessible in the office, and staff join the students in the student lounge at break times. A classroom is made available as a prayer room if requested, and there is information about places of worship in the student handbook.

W3 There are photographs of the two directors on the noticeboard in the student lounge. Students also meet them face to face during their induction.

W4 There is a policy for dealing with abusive behaviour, and a student code of conduct with a focus on promoting tolerance and respect. The policy is made known to staff in their handbook. Although the policy is also in the student handbook, the language is too difficult in places for lower-level learners to understand. There is a policy related to

the Prevent strategy, and training for all staff has been provided.

W7 The student handbook contains a wide range of very useful information about living in the UK. Some sections make good use of visuals, but in places the language is too difficult for lower-level learners to understand.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school works with two accommodation agencies, both registered with the British Council, to offer homestay accommodation to its students. Almost all the school's students find their own accommodation so demand for homestay accommodation is very low. One inspector checked the systems in place in the school for working with the agencies, and contacted the most-used agency to confirm that the working relationship was a constructive one. The school's contact person at the agency confirmed that working with the school was very positive in all respects.

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 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

W13 All the required information is in the confirmation of accommodation produced by the agency.

W14 Students complete an initial questionnaire in their first week, and there is informal checking throughout their course that they are happy in their accommodation. There was evidence on file of occasional issues being dealt with very promptly and professionally, and recorded. There is no end-of-course questionnaire relating to accommodation.

Accommodation: homestay

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

Comments

W17 The documentation and guidance provided by the agency for hosts is exemplary.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W23 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
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 Information and support is available from the two directors, including putting students into contact with rental agencies, and checking of rental contracts.

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 type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 There is information about cultural and sporting events in London, many of them free, on the noticeboard in the student lounge, in leaflets displayed in the school and on the school's social media site.

W27 The school does not offer a leisure programme, but evening quiz nights are organised several times a year, and these are very popular with students. The school also promotes excursions organised by an external travel agency.

Welfare and student services summary

The provision meets the section standard. Measures are in place to ensure the safety and security of students on school premises. There is a very caring and friendly atmosphere in the school, and pastoral care is good. Homestay accommodation is provided through agencies which are registered with the British Council. Students are given a good range of information about living in the UK, and about cultural events taking place in London.