

Organisation name	Spinnaker School of English, Portsmouth
Inspection date	1–2 February 2017

Section standard	Met	Not met
<b>Management:</b> 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"/>
<b>Resources and environment:</b> 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"/>
<b>Teaching and learning:</b> 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"/>
<b>Welfare and student services:</b> The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

### Recommendation

We recommend continued accreditation.

### Summary statement

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

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

Strengths were noted in the areas of quality assurance, premises and facilities, academic management, accommodation, and leisure opportunities.

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

## Organisation profile

Inspection history	Dates/details
First inspection	April 2008
Last full inspection	April 2012
Subsequent spot check (if applicable)	June 2013 and August 2016
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	2007
Ownership	GatewayLBS Education Limited Company number: 07920261
Other accreditation/inspection	N/a

## Premises profile

Address of main site	2 Isambard Brunel Road, Portsmouth PO1 2DU
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	As a result of redevelopment plans by the landlord, the school was required to move from its previous premises in Portsmouth when the lease expired in June 2016. The school currently occupies two floors above a convenience store close to Portsmouth and Southsea train station. The premises were previously offices. They are held on a ten-year lease with a break clause after five years. On the first floor there are four classrooms, a reception, a kitchen with a hot drinks machine, an administration office, a prayer room, a student relaxation room with a table-football machine, a small library of readers and DVDs and toilets. On the second floor there are two classrooms, three offices, a teachers' room, a small relaxation area, a kitchen and toilets.

## Student profile

	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	8	17
Full-time ELT (15+ hours per week) aged 16–17 years	0	3
Full-time ELT (15+ hours per week) aged under 16	0	5
Part-time ELT aged 18 years and over	2	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	10	25
Minimum age	18	9
Typical age range	18–35	16–30
Typical length of stay	12–26 weeks	4 weeks
Predominant nationalities	Kuwaiti, Spanish, South Korean, Italian, Qatari	Kuwaiti, Spanish, Italian, Saudi Arabian, Omani
Number on PBS Tier 4 General student visas	0	

Number on PBS Tier 4 child visas	0	
Number on short-term study visas	2	

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	7
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	2	
Number teaching ELT 20 hours and over/week	3	
Total number of administrative/ancillary staff	4	

### Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	0
Certificate-level ELT/TESOL qualification (TEFLI)	5
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
<b>Total</b>	<b>5</b>

These figures exclude the academic manager.

Comments
The director of studies (DoS) is TEFLQ.

### 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments
General English, Language Skills, IELTS and one-to-one classes are the main courses that operate year-round. 16–17 year-olds are enrolled as adults on General English courses. In August 2016 the school accepted the children of two families living in Portsmouth and the under 16s in the group were taught separately. The youngest was aged nine.

## Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	2	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	1	0
<b>Arranged by student/family/guardian</b>		
Staying with own family	0	0
Staying in privately rented rooms/flats	7	0
<b>Overall totals adults/under 18s</b>	10	0
<b>Overall total adults + under 18s</b>	10	

## Introduction

Spinnaker College was founded in 2006 and first accredited in 2008. In June 2016 a move was completed to the current premises and the name changed to Spinnaker School of English (SSE) to more accurately reflect its ELT-specific provision. A spot check was carried out in August 2016.

The school offers general English to adults (16+) throughout the year. In August 2016 the school accepted a group of students consisting of the children of two Omani families living in Portsmouth. As reported in the August spot check, 16 and 17 year-olds were integrated into adult classes and the under 16s were taught in two small classes on the second floor of the building. The school does not advertise for juniors but would accept similar opportunities for closed groups of under 16s in the future.

Since the last full inspection, with the exception of the network manager (currently acting as registrar with reception duties), all the staff have changed. The current director of studies (DoS) was appointed two and a half years ago and the longest-serving teacher started at a similar time. The marketing director (MD), who is also the office manager, has been in post a year. The owner is based in London.

The inspection took place over one and a half days. The school owner was not present during the inspection. Meetings were held with the DoS, the marketing director/school manager, the network manager/acting registrar, the accommodation officer and the graphic designer/social activities organiser. A focus group meeting was held with teachers and a focus group meeting held with students. All teachers were observed. Three homestays were visited, one of which also offers self-catering accommodation.

## Management

### Legal and statutory regulations

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

### Comments

M1 The items sampled were satisfactory.

### Staff management

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

#### Comments

M2 The management structure is clearly understood by staff. However, the title 'marketing director' and reporting lines on the school organogram do not adequately indicate the post holder's more extensive management responsibilities. To ensure continuity the DoS's duties are covered by the marketing director/school manager with the support of the longer-serving teachers.

M3 This criterion is met overall. However, working hours are not indicated on some job descriptions and the job description of the DoS does not state his responsibility for recruiting administration staff.

M4 Communication within the school is very good at both formal and informal levels. Teacher meetings are minuted. Although the owner does not often visit the school, which some teachers felt was a disadvantage, management staff reported that communication with the owner was frequent and productive.

M5 The recruitment process is managed very effectively and procedures are well documented. Staff are suitably trained and feel valued and supported overall. However, salaries are paid from London and there were reports of delays in payment of up to a week.

M8 Performance is monitored well and the appraisal procedure is both robust and supportive but to date neither of the two senior managers (the marketing manager/school manager and the DoS) has been formally appraised.

M9 There is good suitably funded continuing professional development (CPD) for all staff. The focus is on individual needs and staff are fully engaged in the process.

### 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

M10 Enquiries and enrolments are handled by the marketing manager and the acting registrar. Staffing levels and resources are satisfactory for the current level of activity.

M14 Students are provided with clear information about the attendance policy and procedure. Attendance is monitored by an electronic card system outside reception. Absences are followed up promptly by telephone, starting with any under 18s.

M15 There is a very clear outline of the staged disciplinary procedure in the student handbook. One section focuses on behaviour, the other on attendance.

### Quality assurance

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

M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

M17 Staff meeting minutes indicate that systems were reviewed at the time of the move from the previous premises and improvements made where appropriate. There have also been two school reviews by an external consultant.

M18 The first-week feedback form is fit for purpose. The end-of-course feedback form is satisfactory but has no section on resources, such as coursebooks used.

M19 Staff felt they have good opportunities for giving feedback both informally and during meetings. There is also a staff feedback form available when required. Staff who leave have an exit interview, which is recorded in writing.

M20 There is a very clearly written and presented complaints procedure in the student handbook, which includes the ultimate option of making a complaint to an independent external body.

#### Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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

Publicity consists of a website with videos, a brochure and social media. The website is the principal medium for publicity.

M21 The information in the publicity is written in very clear, accessible English and presented in such a way as to make it easy to process.

M22 Publicity photos and videos give a very clear and realistic picture of the school and information accurately describes the services it offers.

M25 This criterion is well met overall. The key section on the school's refund policy in the terms and conditions is reprinted in larger clearer style in the student handbook. However, there is no reference to examination fees.

#### Management summary

The provision meets the section standard and exceeds it in some respects. The school is well managed.

Communications are effective overall. Appropriate student administration systems are in place and the school is very responsive to feedback from students. Publicity reflects the provision accurately and clearly. *Quality assurance* 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R4 Student relaxation areas and food	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Comments</b>					
R1 Very good use has been made of the limited space available to provide a comfortable environment for students and staff. Classrooms and the staff room are a good size and there are attractive relaxation areas for students on both floors.					
R2 The premises have been refurbished to a high standard and are spotlessly clean. Décor suits the student population and is in keeping with the provider's identity.					
R5 Displays in both common areas and classrooms are visually attractive and informative.					
R6 The teachers' room is spacious. There are six work stations with computers for five teachers. There are also kitchen facilities available for staff.					

### 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 type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input 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

R8 Teachers have access to a good stock of appropriate up-to-date materials, which are well organised and easily accessible. The school has subscriptions to professional magazines but there are no methodology books on one-to-one or junior teaching, which are elements in the school's provision.

R9 The network manager's responsibilities include the general maintenance of the technological equipment.

R12 Resources are regularly reviewed by the DoS at staff meetings.

### Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises have been refurbished to a high standard and support and enhance the studies of students enrolled. Teachers are well resourced in the classroom and staffroom resources are sufficient overall. *Premises and facilities* is an area of strength.

### Teaching and learning

#### Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Comments

T4 The DoS has a diploma-level qualification and has had over five years of appropriate experience in the UK and overseas.

### Academic management

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

#### Comments

T6 Experience, knowledge and personal skills are taken into account when matching teachers to courses. Continuing professional development (CPD) is provided for teachers who wish to work on courses which are unfamiliar to them.

T9 This criterion is well met. A scheme of work for the week is displayed on a laminate in the classroom and revised to meet the needs of new students and the changing needs of continuing students. There is good support in the teachers' handbook to help teachers maintain course cohesion.

T10 The teachers' handbook offers good support on academic matters. Development needs are identified by the DoS as the school provision changes as well as during observation and appraisal. Teachers commented favourably on the monthly paid development sessions and stated that they felt very well supported by their academic manager.

T11 Observations are carried out during the probationary period and thereafter twice a year. CPD topics are informed by observation. Teachers stated they found the observations very useful.

### Course design and implementation

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

#### Comments

T12 Teachers negotiate a weekly plan with their students using the course series adopted by the school as a basis. Other materials are adapted as necessary. Clear guidance is provided in the teachers' handbook. There is an independent syllabus but there was no evidence that it was used.

T14 The weekly plans displayed on a laminate in the classroom (see T9) use colour coding to indicate whether the input was teacher or student generated. There was good evidence that the displays were created in response to the perceived needs of students.

T15 Teachers are required to build independent learning tasks into their lesson plans. Support is given during tutorials.

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

**Comments**

T18 The school has very good procedures for monitoring and for recording students' progress. All under 18s receive regular tutorials which aim in part to monitor progress but the use of tutorials for over 18s is unsystematic, even for long-stay students.

T20 Teachers receive CPD on how students are assessed during an external examination.

T21 All students receive a brief written report at the end of their stay.

**Classroom observation record**

Number of teachers seen	5
Number of observations	6
Parts of programme(s) observed	General English classes, including examination classes, and a one-to-one class.

**Comments**

Some classes had only one student and all class teachers were observed. There was also a drop-in observation of a dedicated one-to-one class taught by a class teacher.

**Classroom observation**

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

**Comments**

T23 Teachers demonstrated a sound knowledge of linguistic systems and provided appropriate models of spoken English. Explanations of meaning and use were clear, particularly in terms of grammar, but support for new vocabulary was poor, with insufficient attention paid to areas such as pronunciation, word class and collocation.

T24 Lesson plans were thorough and very carefully considered and overall showed reasonable awareness of students' abilities. However, more attention needs to be given to ensure that the more able students are sufficiently challenged.

T25 Lesson segments observed showed that teachers had planned a coherent sequence of activities with clear learning outcomes and that lesson aims were known to students. Lessons were staged well.

T26 Techniques, such as elicitation, nomination and concept checking, were used effectively, but in classes with more than one student, there was little student interaction.

T27 No use was made of the technology during the observations. The whiteboard was used well overall. Writing was legible and information clearly displayed. Where the coursebook was in use, most teachers brought it to life and personalised the material well.

T28 In the main, correction was a weakness and there were many missed opportunities to provide helpful correction. Little feedback was given to students on their performance.

T29 Teachers showed good awareness of the need for ongoing assessment and used assessment codes in their lesson plans to indicate which type of assessment may occur for different tasks.

T30 Students were engaged in learning in a positive atmosphere and were clearly enjoying the process. In some lessons teachers personalised the exercises well and overall there was a good balance between student and teacher talking time.

**Classroom observation summary**

The teaching ranged from satisfactory to good, with the majority good. Knowledge of the linguistic systems was sound, though more focus on pronunciation and other aspects of vocabulary would benefit students. Lessons were well planned and linked to the needs of the learners. Lessons had a clear focus and contained a coherent sequence of activities. Ongoing assessment was a strength. Classroom techniques and the use of resources were satisfactory overall but correction and giving feedback on performance was a weakness. Students were engaged in the lessons observed, which resulted in a positive learning atmosphere. The teaching observed met the requirements of the Scheme.

## Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and the director of studies is appropriately qualified and experienced to give effective support and guidance to the teachers. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

## Welfare and student services

### Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W3 Personal problems	<input checked="" type="checkbox"/>	<input 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

### Comments

W1 Four members of staff are first-aid trained and regular fire drills are conducted and recorded by a trained fire marshal. Access to the school premises is controlled: visitors to the first floor pass through the staffed reception; the second floor is entered by a door with a digital lock. Students sign into the building electronically using their 'chipped' photo ID cards. Absentees are promptly telephoned, starting with any under 18s, and the system automatically prints out a list of those present if the fire alarm sounds. The student handbook includes practical safety advice.

W3 The DoS is the welfare lead but is not specifically identified to staff and students as the person to deal with students' personal problems.

W7 Sound practical advice is presented in the student handbook, with further advice given as required. The handbook is emailed in advance and a hard copy presented when students arrive, usually by the DoS, who conducts their induction. However, there is no checklist used at induction to ensure all potential areas for advice are covered, and when numbers increase, such a checklist will become necessary.

W8 Students are given clear information about their rights to medical and dental treatment under the NHS in the student handbook, but longer-term students are not explicitly encouraged to register with a GP.

### Accommodation profile

#### Comments on the accommodation seen by the inspectors

One inspector visited three homestays, one of which also offered self-catering accommodation. All three homes were within about 20 minutes walking distance of the school. One home was currently hosting a student and the home offering the self-catering had hosted a student recently. Both students were interviewed by the inspector.

### Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<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 checked="" type="checkbox"/>	<input type="checkbox"/>

**Comments**

W9 All the required facilities, which are specified in the school's comprehensive homestay handbook and its contract with hosts, were provided in the homes visited. The standard of accommodation was good and the hosts were friendly and welcoming.

W11 All the accommodation records sampled showed that the homes had been inspected within the last year. The accommodation officer, who is recently appointed, was in several instances accompanied by her predecessor or a member of the management team to provide training. She has suitable experience and qualifications for the role.

W12 There are comprehensive, well-maintained and easily accessible records of hosts and homes on the database and on a wall chart and map in the office. The chart shows at a glance, for instance, which homes can host under 18s, have pets or can provide halal diets. Copies of Gas Safety certificates, fire-risk assessments, signed codes of conduct, and records of safeguarding and Prevent training are kept in hosts' paper files.

W14 The accommodation officer is named in the confirmation letter and introduces herself to the new student when they arrive. As well as a first-week questionnaire, the accommodation officer checks with the student that they are happy with their accommodation. Any problems raised are dealt with promptly. The first-week questionnaires sampled showed a high level of satisfaction with the homestay accommodation provided.

W15 There is a section on meals in the student handbook that gives advice and manages students' expectations well. Appropriate advice is given to hosts in their homestay handbook. Those hosts able to cater for students requesting halal or vegetarian diets are clearly identified on hosts' records and the wall chart.

**Accommodation: homestay**

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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**

W16 This requirement, along with others, is specified in the homestay handbook and code of practice documents. The hosts visited were aware of the requirements.

W17 The comprehensive and up-to-date homestay handbook is explained to new hosts by the accommodation officer at their induction. The contract with hosts specifies payment and cancellation details and arrangements.

**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 checked="" 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 The student handbook has a section providing information and sensible advice about arranging independent accommodation and warning of the potential drawbacks. Its language is friendly and accessible. The accommodation officer and other members of staff provide any further help and advice required.

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

### Comments

W26 As well as the school's own leisure programme, information about other sporting and cultural opportunities in Portsmouth is presented on notice boards.

W27 Despite the small number of students enrolled, the current leisure programme offers two activities a week. The social activities organiser, a former student at the school, regularly surveys students for their opinion of the programme and to determine why they did or did not participate. The programme is very responsive to students' interests and wishes.

W28 Risk assessments for each off-site activity have been produced, and these are adjusted by a 'post-activity risk assessment' which activity leaders complete. Four members of staff are first-aid trained.

## Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security and pastoral care, and information are met. The accommodation provided is suitable and the management of the accommodation system is efficient and works well to the benefit of the students. Leisure opportunities are responsive to students' interests and are well managed. *Accommodation* and *Leisure opportunities* are areas of strength.

## Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

There were no under 18s enrolled at the time of the inspection, but one longer-stay student present had turned 18 a month or so before. Publicity states the minimum age as 16. During August 2016 some under 16s in two family groups were enrolled and this is likely to re-occur in summer 2017. Under 16s are taught separately in two classrooms on the second floor.

C1 There is a comprehensive up-to-date safeguarding policy covering all the areas required. The DoS is the designated safeguarding lead (DSL) and one of the teachers is his deputy (DDSL).

C2 The safeguarding policy is given to all staff and homestay hosts and is available on the website. All staff and homestay hosts receive face-to-face basic awareness safeguarding training from the DSL, who is trained to Specialist level. The DDSL has completed advanced training. Staff also complete a safeguarding quiz and staff and hosts receive certificates, which are kept on file, and complete Prevent training. For homestay hosts there is a separate host safeguarding manual.

C4 All staff and those hosts accepting under 18s must be DBS checked. These checks are paid for by the school if necessary. The DoS, who is responsible for appointing all staff, follows the school's safeguarding policy and has himself completed safer recruitment training.

C5 The under 16s enrolled in 2016 were taught separately in two classrooms on the second floor where they also had their own breakout area. Access to the second floor is by a door with a digital lock. The under 16s were from

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two families. They lived with their families and older family members attended the adult school. The families did not participate in the school's leisure programme. Similar arrangements are anticipated this summer, when one of the families is booked to return. The arrangements for the supervision of under 18s attending the school during scheduled lessons and activities meet this criterion's requirements. Class and activity registers identify any under 18s and teachers complete a young learner welfare check form.

C6 There are suitable arrangements for the supervision and safety of under 18s between and outside scheduled lessons and activities. Parents sign a parental consent form specifying rules which they and their child agree to follow; the children have regular tutorials, and the rules applicable to under 18s, including curfew times, are set out in student, staff and homestay handbooks.

C8 The school's emergency phone has the contact details of students aged under 18 and their next of kin entered into it. Parents are given the school's 24-hour emergency number with their parental consent form.

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### **Care of under 18s summary**

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The provision meets the section standard. The provision for safeguarding under 18s within the school, on leisure activities and in their accommodation are appropriate.

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