

|                   |                               |
|-------------------|-------------------------------|
| Organisation name | St Albans School of Languages |
| Inspection date   | 28–29 June 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. However, evidence must be submitted within three months to demonstrate that weaknesses in R1, W1, W12, C1 and C5 have been addressed.

### Summary statement

The British Council inspected and accredited St Albans School of Languages in June 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+).

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

## Organisation profile

| Inspection history  | Dates/details           |
|---|-------------------------|
| First inspection  | September 2007          |
| Last full inspection  | March 2013              |
| Subsequent spot check (if applicable)                             | September 2013          |
| 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 | Italian evening classes |
| Other related accredited schools/centres/affiliates               | N/a                     |
| Other related non-accredited schools/centres/affiliates           | N/a                     |

## Private sector

|                                |   |
|--------------------------------|---|
| Date of foundation             | March 2004  |
| Ownership                      | Name of company: St Albans School of Languages Ltd<br>Company number: 5009396 |
| Other accreditation/inspection | N/a   |

## Premises profile

|  |   |
|--|---|
| Address of main site   | 35 Market Place<br>St Albans<br>Herts AL3 5DL   |
| 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 occupies the first and second floors of a listed building in the centre of St Albans. There are four classrooms, an office/reception/teachers room, a kitchen and toilets. Other rooms on the first floor are currently let to a therapy group practice. The toilets are shared with them. |

## Student profile

|   | At inspection    | In peak week: July<br>(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                      | 11               | 13  |
| Full-time ELT (15+ hours per week) aged 16–17 years                       | 2                | 14  |
| Full-time ELT (15+ hours per week) aged under 16                          | N/a              | N/a   |
| Part-time ELT aged 18 years and over                                      | 59               | 49  |
| Part-time ELT aged 16–17 years  | 1                | 1   |
| Part-time ELT aged under 16 years   | N/a              | N/a   |
| <b>Overall total</b> ELT/ESOL students shown above                        | <b>73</b>        | <b>77</b>                                       |
| <b>Advertised</b> minimum age   | 16               | 16  |
| <b>Actual</b> minimum age   | 16               | 16  |
| <b>Advertised</b> maximum age   | N/a              | N/a   |
| <b>Actual</b> maximum age   | 18+              | 18+   |
| Typical age range   | 18–30            | 16–30   |
| Typical length of stay  | 6 months         | 6 months  |
| Predominant nationalities   | Spanish, Italian | Spanish, Italian                                |
| Number on PBS Tier 4 General student visas                                | 0                | 0   |



|   |                          |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| English for specific purposes (includes English for Executives) | <input type="checkbox"/> |
| Teacher development (excludes award-bearing courses)            | <input type="checkbox"/> |
| ESOL skills for life/for citizenship                            | <input type="checkbox"/> |
| Other   | <input type="checkbox"/> |

#### Comments

General English courses run year-round and students can enrol on these on a full-time basis (15 hours per week) or a part-time basis (three to twelve hours per week). Part-time IELTS preparation courses run periodically on two afternoons and one evening per week. One-to-one tuition is provided on request. Students aged 16–17 are enrolled on these adult courses.

#### 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  | N/a    | N/a       |
| Home tuition  | N/a    | N/a       |
| Residential   | N/a    | N/a       |
| Hotel/guesthouse  | N/a    | N/a       |
| Independent self-catering e.g. flats, bedsits, student houses | N/a    | N/a       |
| <b>Arranged by student/family/guardian</b>                    |        |           |
| Staying with own family                                       | 68     | 3         |
| Staying in privately rented rooms/flats                       | N/a    | 0         |
|   |        |           |
| <b>Overall totals adults/under 18s</b>                        | 70     | 3         |
| <b>Overall total adults + under 18s</b>                       | 73     |           |

#### Introduction

St Albans School of Languages was founded by the director in 2004. The premises are rented from the local council on a renewable 5-year lease expiring in 2018.

The majority of students attend the school on a part-time basis and live in and around St Albans; many work in local businesses or as au-pairs. Three-hour general English classes are run each morning. Part-time students can choose to attend on two, three or five mornings a week. Full-time students attend every morning.

The inspection lasted for a day and a half. Meetings were held with the director, the academic manager and the company secretary. Two focus group meetings were held with teachers and two with students. All teachers timetabled during the days of the inspection were observed. One teacher was timetabled to teach on other days of the week of the inspection. One inspector visited three homestays.

#### Management

##### Legal and statutory regulations

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

**Comments**

M1 Sampling identified the following issue: lack of CLA guidelines above the photocopier. During the inspection the relevant notice was printed off and displayed appropriately.

**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 checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| M9 Professional development     | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |                          |

**Comments**

M2 The management structure is clear. The school is managed and administered by the director on a day-to-day basis. The company secretary, who works elsewhere four days a week, is responsible for safeguarding, accommodation and finance. The part-time academic manager (AM), assisted by the director, is responsible for supervising the team of teachers and all academic management responsibilities. The AM can deal with administrative matters in the director's absence.

M3 There are lists of tasks and responsibilities for the three management roles and the teachers. However, some of these are not dated and there is no evidence of regular review.

M4 Teachers share the office with the director and AM and this facilitates frequent informal communication. There are regular, minuted meetings attended by all staff.

M5 Human resources policies are clearly presented in the staff handbook. Safeguarding procedures are outlined in the recruitment policy, but other procedures which are followed are not included.

M8 There are procedures for the monitoring of teaching through observations and there are clear steps in place following an unsatisfactory observation. There is a detailed code of conduct for teachers found in the handbook outlining what is expected of them outside the classroom. However, there is no formal appraisal system in place for non-teaching roles.

M9 Regular in-house training sessions are organised by the AM. Teachers are encouraged to attend external training events and one teacher is currently receiving financial support in order to upgrade her ELT qualifications. Staff have received safeguarding, first aid and fire marshal training.

**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 type="checkbox"/>            |     |
| M11 Information on course choice       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| M12 Enrolment procedures               | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| M13 Contact details                    | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| M14 Student attendance policy          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| M15 Students asked to leave course     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |     |

**Comments**

M11 The majority of students apply to the school directly and obtain all the information they need by coming to the school or looking online.

M12 Part-time students can re-enrol on a weekly basis, choosing which days they attend. Fees are collected from them at the end of the week according to the number of attendances marked on the class registers. However, it is not always clear from the registers produced at the beginning of the week which days the students are going to attend.

M13 Personal information, addresses and contact details are recorded on hard copy and on the database. This information is kept up-to-date and is accessible at all times.

M14 The attendance policy and procedures are clearly stated in the student handbook. There are different and appropriate procedures for dealing with absence and lateness for under 18s.

### 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 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 checked="" type="checkbox"/> |                          |
| M20 Complaints and action       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |

#### Comments

M17 All staff work together in the same office with the director and the AM. This offers the opportunity for everyone to review procedures and practices informally. The regular formal meetings offer further opportunities to discuss ideas for improvement and actions taken are recorded in the minutes.

M18 New students are asked for oral feedback during initial meetings in their first week. Students complete an end-of-course feedback form, and there is evidence of action taken in response to student feedback.

M19 Staff have the opportunity to give feedback to the AM and to the director individually. Staff also give feedback during staff meetings and any action taken is recorded in the minutes.

### Publicity

| Criteria                         | Not met                  | Met                                 | Strength                 | See comments                        | N/a                                 |
|----------------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|
| M21 Accessible accurate language | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |                                     |
| M22 Realistic expectations       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |                                     |
| M23 Course 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 type="checkbox"/>            |                                     |
| M26 Accommodation                | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| M27 Leisure programme            | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" 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 comprises the website, a leaflet and social media sites.

M21 Generally publicity is in clear and accurate English. However, some of the language used is complex and the text is rather dense in places, which can make information hard to access.

M22 Most of the information given leads to realistic expectations. However, a few claims would be difficult to substantiate, for example 'we have a very good record for exams' and 'St Albans School of Languages is a leading provider of Business English language training'. These claims were removed from the website immediately following the inspection.

M26 The description of homestay accommodation is accurate. However homestay providers are currently referred to as 'families', but this is not always the case.

### Management summary

The provision meets the section standard. The management of the provision operates to the benefit of its students, in accordance with its publicity. Sampling of documentation revealed an issue in relation to Declaration of legal and regulatory compliance, which the provider addressed during the inspection.

## Resources and environment

### Premises and facilities

| Criteria                             | Not met                             | Met                                 | Strength                 | See comments                        | N/a                      |
|--------------------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|
| R1 Adequate space                    | <input checked="" type="checkbox"/> | <input 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 are adequate for the current number of students and staff. However, the only male toilet, a single cubicle, is shared with the other tenants in the building. This is not a satisfactory provision.

R2 Some areas have been redecorated and re-carpeted and are of a satisfactory standard. However, other areas would benefit from similar attention. Many of the original sash windows need new locks or sash cords fitted.

R3 The classrooms are satisfactory; quiet, light and sufficiently large. However, the furniture in some of the classrooms cannot be moved easily and the arrangement does not always suit the requirements of the class or lesson for example group work or discussion.

R4 There is no dedicated student relaxation area, although students are able to use a classroom during their break. Students are served free hot and cold drinks and biscuits during the break. There is plentiful provision of food outlets in the immediate vicinity.

R6 The room that the staff and the AM share with the director serves as a staff room, office and reception area. The resources are located here. However, the room can be busy and is rather small so teachers often use classrooms for lesson preparation.

### Learning resources

| Criteria                           | Not met                  | Met                                 | Strength                 | See comments                        | N/a                                 |
|------------------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|
| R7 Learning materials for students | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |                                     |
| R8 Resources for teachers          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |                                     |
| R9 Educational technology          | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |                                     |
| R10 Self-access facilities         | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| R11 Library/self-access guidance   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| R12 Review and development         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |                                     |

#### Comments

R7 An up-to-date coursebook is used at each level and the fees include the cost of one coursebook. Students are allowed to borrow any additional books.

R8 Teachers have a good range of resources and materials in addition to the coursebooks. However, they do not have a personal copy of the teachers' book and the CLA copying allowance may be exceeded because teachers photocopy the relevant pages to take home.

R12 Learning resources are reviewed informally and at staff meetings.

### Resources and environment summary

The provision meets the section standard. The learning resources and environment support the studies of students enrolled with the provider, however, a single male toilet shared by staff, students and other tenants in the building does not offer an appropriate professional environment.

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

#### Comments

T4 The qualified AM is assisted by the director, who holds a TEFLI qualification and has many years of teaching and academic management experience. The academic management tasks are shared between them appropriately.  
T5 The rationale for the director was accepted within the context of this inspection.

### Academic management

| Criteria                            | Not met                  | Met                                 | Strength                            | See comments                        | N/a                      |
|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| T6 Deployment of teachers           | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input 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 type="checkbox"/>            |                          |
| T9 Continuous enrolment             | <input type="checkbox"/> | <input checked="" 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| T11 Observation and monitoring      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

#### Comments

T7 Full-time and part-time students are placed in classes together. Part-time students attend two, three or four mornings a week and each class will generally have two teachers who are timetabled to teach on different days. The complex timetabling is managed effectively.  
T9 Students can enrol and join the class on any day of the week. Teachers who have been with the school for some time are used to guiding and supporting new students. However, there are no set procedures or specific guidance for new teachers for dealing with this type of continuous enrolment.  
T10 In-house training sessions are planned for a time when most teachers can attend, at least four times a year. Teachers who are unable to attend are given summary notes and slides. Topics are chosen according to needs, as noted during observations and in consultation with the teachers.  
T11 An initial observation is carried out soon after a new teacher starts and then on a regular basis at least three times a year. Additional observations are carried out as necessary. The written feedback is thorough and useful and has an agreed action plan which is followed up at the next observation.

### Course design and implementation

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

#### Comments

T12 Each class loosely follows an up-to-date and relevant coursebook. Due to the daily changes in the class composition there is a stand-alone element to the sessions and teachers frequently plan their own lessons using tailor-made materials. The two class teachers liaise in planning for the week ahead, but there is limited guidance for

teachers on how to manage this and no schemes of work for them to refer to.

T13 The coursebooks used are reviewed on a regular basis by the teachers and academic manager.

T14 Students are not given weekly plans and, although they have the map of the coursebook, lessons and materials do not always follow the coursebook and part-time students only attend some of the weekly lessons. The general descriptors of each level are available to students, but it is not evident that these are referred to during the lessons.

T16 The majority of students live and work in the local community and have ample opportunity to benefit linguistically from their stay in the UK. Lessons are often planned to assist students to adapt to their situations outside the classroom and to highlight everyday language that will be useful for them.

### 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 type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" 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 Students are required to take a progression test before moving up to the next level. This may be suggested by the teacher or requested by the student. There is no procedure in place for arranging regular meetings with students to discuss their progress.

T21 When students leave they are given a certificate of attendance and level attained.

### Classroom observation record

|                                |                 |
|--------------------------------|-----------------|
| Number of teachers seen        | 6               |
| Number of observations         | 6               |
| Parts of programme(s) observed | General English |

#### Comments

One teacher was timetabled to teach on other days of the week than those of the inspection.

### Classroom observation

| Criteria                                   | Not met                  | Met                                 | Strength                            | See comments                        | N/a |
|--|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-----|
| T23 Models and awareness of English in use | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |     |
| T24 Appropriate content                    | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |
| T25 Learning outcomes                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input 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 checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |     |

#### Comments

T23 Teachers generally demonstrated a sound knowledge of the use of English and in some cases a good awareness of phonology. They gave clear explanations of vocabulary and grammar and provided appropriate models of spoken and written English for the different levels being taught.

T24 Account had been taken of the profile of the class and the content was, in all cases, relevant to students' needs. The topics chosen were of interest and the language and vocabulary were useful for the students outside the classroom. Problems had been anticipated and solutions were generally in place to deal with them. Activities had been planned for those who finished faster than others.

T25 Lessons were carefully staged and the aims and outcomes were identified and stated in lesson plans and made known to the students. The learning outcomes were relevant to the needs of the class.

T26 A variety of appropriate teaching techniques was seen. This included good use of nomination, useful eliciting and concept checking. There was some useful practising of pronunciation. In most segments seen, understanding of instructions for tasks was checked.

T27 Generally the often tailor-made materials were managed well. In some segments seen the whiteboard was used effectively. However, in weaker segments, work presented on the whiteboards lacked planning and was confusing.

T28 Monitoring and appropriate correction techniques were seen and included prompted self-correction and delayed feedback. Praising was used appropriately and helped to motivate students. However, in weaker segments, opportunities were missed for effective feedback and correction, particularly in pronunciation.

T29 In most cases lessons were staged so that learning was evaluated before proceeding to the next stage.

T30 Activities and interactions were managed effectively. Teachers graded their language appropriately. Students were engaged and motivated and there was always good rapport between the teacher and the students.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to just satisfactory with the majority being satisfactory. Lessons were well planned and the content and learning outcomes were always relevant to the needs of the class. A range of appropriate teaching techniques was seen and classroom resources and materials were generally managed well. In most cases feedback was helpful and learning was evaluated. Students were motivated and engaged and enjoyed learning in a positive atmosphere.

### Teaching and learning summary

The provision meets the section standard. Teachers have appropriate qualifications and are given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme.

## Welfare and student services

### Care of students

| Criteria                          | Not met                             | Met                                 | Strength                 | See comments                        | N/a                      |
|-----------------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|
| W1 Safety and security onsite     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input 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 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 checked="" type="checkbox"/> | <input type="checkbox"/> |
| W7 Advice                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |                          |
| W8 Medical and dental treatment   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | N/a                      | <input checked="" type="checkbox"/> |                          |

### Comments

W1 There are some appropriate risk assessments, with evidence of measures taken to minimise those risks. However, other risks had either not been identified or, if identified, not adequately assessed and so steps had not been taken to deal with these issues. These include infrequent fire drills, no fire risk assessment and no assessment of the risks posed by sharing the premises with another business (currently a therapy practice). These risks were identified to the provider and a fire risk assessment was produced by the end of the inspection, with a further risk assessment forwarded to the inspectors immediately after the visit. However, not all risks associated with sharing the premises were included. See C5.

W3 Students are directed towards their teachers or the director. This is made clear at induction and in the student handbook.

W4 The policy for dealing with abusive behaviour is brief but adequate. The student handbook deals with this in a section on discipline and tolerance.

W6 Students booked into homestay are picked up at the airport by the director and/or company secretary. Costs are clearly advertised on the website and in subsequent correspondence. Information about getting to the school by other means is explained in the student handbook, which is available on the website.

W7 Students are given advice in the student handbook on all the relevant aspects of living in the UK. Not all the

information is in the most logical section of the handbook.

W8 Information on registering with a local doctor is in the student handbook. Students are given assistance with this if they request it, and are directed to the walk-in centre at the local hospital if appropriate.

### Accommodation profile

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

The majority of students arrange their own accommodation, with very few using homestay. At the time of the inspection one homestay provider was being used to host two of the 72 students enrolled. Neither was under 18. Three homestay providers were visited, including the one hosting current students. All were within a ten-minute walk of the school and all had worked with the school for several years. There was evidence of a very positive working relationship between the homestay providers and management.

### Accommodation: all types

| Criteria                          | Not met                             | Met                                 | Strength                            | See comments                        | N/a                      |
|-----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| W9 Services and facilities        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W10 Accommodation inspected first | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W11 Accommodation re-inspected    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| W12 Accommodation registers       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| W13 Information in advance        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input checked="" 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

W9 The three homestays visited offered a good quality of provision; two of the three bedrooms seen were ensuite, communal areas were attractive and spacious and the hosts were all welcoming, friendly and clearly interested in their students, many of whom continue to be in regular contact long after leaving the school.

W10 All homestay providers are inspected before a student is placed and a clear checklist ensures that Gas Safe certificates and DBS certificates are obtained. Fire risk assessments are explained, but not collected. (See W12.)

W12 Although there are records of Gas Safe certificates on file, there is no record to show that fire risk assessments have been completed.

W13 Students are given clear, useful information about their homestay prior to arrival, including relevant information about the hosts. Students are also given their hosts' email and invited to introduce themselves. There was evidence of good relationships between host and student having been developed through this informal communication.

W14 Informal oral feedback is gathered on the first day of the students' stay. Any issues are dealt with promptly.

### 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 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 checked="" 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 Hosts sign to say they have read and understood the rules, terms and conditions of hosting.

W20 It was clear that the homestay providers understood the importance of talking to the students and saw the interaction as being of mutual benefit.

**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 type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| W25 Other accommodation     | <input type="checkbox"/> | <input type="checkbox"/> | N/a                      | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

**Comments**

None.

**Leisure opportunities**

| Criteria                   | Not met                  | Met                                 | Strength                 | See comments                        | N/a                                 |
|----------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|-------------------------------------|
| W26 Information and access | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |                                     |
| W27 Leisure programmes     | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| W28 Health and safety      | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| W29 Responsible person     | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

**Comments**

W26 Most students live in the local area and no social programme is offered but staff are able to assist with information about local and national events if requested.

**Welfare and student services summary**

The provision meets the section standard. The level of care offered is appropriate for the student profile of the school. The accommodation is of a good standard and is generally well-managed, though evidence of fire risk assessments is needed. Some risks associated with safety and security on site need to be addressed.

**Care of under 18s**

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

**Comments**

At the time of the inspection, three of the 72 students enrolled were 17. During the busiest period approximately twenty per cent of students are under 18 (15 of 77).

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C1 The safeguarding policy covers relevant areas and was updated recently. The company secretary is the designated safeguarding lead (DSL) and has advanced safeguarding training. However, she is employed elsewhere for four days of the week and there is no one on site able to cover if she is not available.

C2 The DSL offers teachers and hosts informal guidance and training and makes sure teachers, hosts and contractors are aware of the safeguarding policy.

C3 Publicity makes it very clear that there is no supervision of under 18s after classes or at weekends. This is confirmed in a pre-arrival letter which parents or guardians sign. At the time of the inspection the parental consent form did not contain any reference to medical emergencies. This was rectified during the inspection.

C5 Under 18s are identified on the register and late attendance followed up. However risks associated with sharing the premises with another business and having a single male toilet cubicle had not been identified or dealt with.

C6 Students under 18 are given some basic safety information, such as letting friends or hosts know where they are. A curfew for students staying in homestay accommodation provided by the school is imposed and adhered to. This is made known to students and their parents prior to arrival, as well as to hosts.

C7 Most under 18s stay with family or friends but otherwise homestay accommodation is recommended.

C8 A 24-hour contact number is provided for families, which the director and company secretary are responsible for at all times. Contact details for students were clear and up to date, though the relationship of the contact person was not always stated. This was updated during the inspection.

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

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The provision meets the section standard. There is generally appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the accommodation provided. However, some risks associated with the premises have not been identified and there is not always someone available with an appropriate level of training to deal with any safeguarding issues.

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