Organisation name	St George International, London
Inspection date	22-23 October 2014

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

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.	☐	☒	☐

Recommendation

We recommend continued accreditation but recommend that evidence be sought to demonstrate that weaknesses in *Care of under 18s* have been addressed. Documentary evidence of compliance should be submitted within six months (i.e. before the summer period).

Publishable statement

The British Council inspected and accredited St George International in October 2014. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This large private language school offers courses in general, academic and professional English for adults (16+).

The inspection report noted a need for improvement in the area of care of under 18s.

Strengths were noted in the areas of academic staff profile, academic management and teaching.

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

Organisation profile

Inspection history	Dates/details
First inspection	1992
Last full inspection	August 2010
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related schools / centres /affiliates	Schools in India (Delhi) and Italy (Vicenza)
Other related non-accredited activities (in brief) at this centre	Teacher training (Trinity Cert TESOL and Dip TESOL)

Private Sector

Date of foundation	1962
Ownership	Private limited company (Saint George International Ltd)
Other accreditation/inspection	ISI

Premises profile

Address of main site	Kenilworth House, 79-80 Margaret Street, London W1W 8TA
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	1. Avanta Business Centre, 10 Margaret Street, London W1 Two small group/one-to-one rooms: used from time to time all year 2. The Jesus Centre, 83 Margaret Street, London W1 One small group room: used from time to time Sept – June 3. University of Westminster, Wells Street, London W1 Several large group rooms used July & August (capacity for approximately 80 students) All three sites are within a five-minute walk of the main premises and were visited by one of the inspectors.
Inspectors' note of sites inspected	St George International occupies part of the ground floor and the basement of a five-storey building in a quiet street in central London. There are 16 classrooms of various sizes. Some are used for one-to-one teaching only. One room doubles up as a student study centre and another as an additional space for teachers to use. There is a small student lounge with computers, and an open-plan office for the management and administration staff, and a teachers' room.

Student profile	At inspection	In peak week (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100% (August)
ELT/ESOL Students (eligible courses)	At inspection	In peak week
Total ELT/ESOL student numbers (FT + PT)	143	206
Full-time ELT (15+ hours per week) 18 years and over	75	146
Full-time ELT (15+ hours per week) aged 16-17 years	4	27
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	64	33
Part-time ELT aged 16-17 years	0	0
Part-time ELT aged under 16 years	0	0
Minimum age (including closed group or vacation)	16	16
Typical age range	16-55	16-60
Typical length of stay	12	4
Predominant nationalities	French, Italian, Turkish, Japanese	Italian, Russian, Japanese, French
Number on PBS Tier 4 General student visas	2	2

Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	30	37
Number on child visitor visas	1	3

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	23	35
Number teaching ELT under 10 hours/week	10	
Number teaching ELT 10-19 hours/week	3	
Number teaching ELT 20 hours and over/week	10	
Total number of administrative/ancillary staff	8	

Academic staff qualifications to teach ELT/TESOL

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	12
Certificate-level ELT/TESOL qualification (TEFLI)	11
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	
Total	23

These figures   exclude   the academic manager(s)

Comments

The director of studies is not regularly timetabled to teach and so is not included. There were 23 teachers on the timetable for the week of the inspection. Five of these teachers were not timetabled for the days on which the inspectors were present.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults (18+)	☒	☒	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☒	☒	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☒	☒	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☒	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments

General ELT for adults includes 16/17 year olds. There are no specific courses for juniors. The English for academic purposes course refers to the University Foundation programme, on which four students were enrolled. The English for specific purposes course refers to the Business English course. One-to-one courses are run, usually in combination with group classes. In the week of the inspection 17 students (out of a total of 143) were having a total of 124 one-to-one lessons. In-company teaching is offered but has not run in the last 12 months.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	30	
Private home		
Home tuition		
Residential	11	
Hotel/guesthouse		
Independent self-catering e.g. flats, bedsits, student houses		
Arranged by student/family/guardian		
Staying with own family		4
Student's own arrangements	98	

Introduction

St George International (SGI) is a family-owned operation founded in 1962. Ownership passed to the present owners in 1989. SGI has occupied its current premises close to Oxford Circus since 2006.

SGI offers general English, business English and academic English courses of three types: standard (15 hours per week), intensive plus mini-group (22.5 hours per week), and combination (15 hours plus five, ten or 15 one-to-one 45-minute lessons). The academic English courses consist mainly of IELTS preparation. A university foundation course also runs, starting in September (36 weeks) and January (24 weeks). This combines subject content (for example, Life in Britain, Business, Culture) with language development and academic skills. One-to-one lessons are a significant part of the school's provision and can include Skype lessons. Students on all these courses can be 16 or over. There is also an evening programme for students aged 18 or over. This includes classes in general English, business English, academic writing, and IELTS.

SGI has a well-established teacher training department which delivers courses for the Trinity TESOL Certificate (from 1993) and Diploma (from 1995). These courses are not eligible for accreditation. However, the school benefits indirectly from this provision in that a training and development ethos permeates the school. The school runs eligible teacher refresher courses, usually in the summer. This is an area of operation which the school is seeking to expand.

The school actively refers students who enquire about other forms of provision, such as home tuition, junior summer programmes and internships, to appropriately accredited organisations. SGI is planning to run its own junior summer school in 2015 at Ardingly College in Sussex, although detailed planning and marketing is not yet complete. It is also considering running a junior programme next summer in London.

Student numbers and nationalities have remained stable since the last inspection, with the exception of a fall in numbers during the 'Olympic' summer of 2012. Recent changes include the opening of branches in Italy (Vicenza) and India (Delhi) in 2011, and the introduction of an online learning service (VLE).

In March 2014 the director of studies (DoS) left and was replaced by the current post-holder who had been assistant director of studies for a number of years. The change was seen as an opportunity to re-structure and develop the roles of the academic management team by appointing a continuing professional development co-ordinator (CPDC) and a student support officer (SSO). The school is in the early stages of looking for suitable new premises which will allow them to maintain and improve the services they offer and, if possible, stay in the same area.

The inspection took place over two days and one evening. The inspectors had meetings with the principal, the DoS, the CPDC, the SSO, the social programme organiser, and members of the accommodation and administration team. The managing director was in hospital at the time of the inspection, but the principal was able to provide information on all relevant areas. Focus groups were held with the teachers and the students. One inspector visited two homestays and a student residence.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☒	☐
M3 Duties specified	☐	☒	N/a	☐	
M4 Communication channels	☐	☒	☐	☒	☐
M5 Human resources policies	☐	☒	☐	☐	
M6 Qualifications verified	☐	☒	N/a	☐	☐
M7 Induction procedures	☐	☒	☐	☒	
M8 Monitoring staff performance	☐	☒	☒	☒	
M9 Professional development	☐	☒	☒	☒	

Comments
M2 There is a clear management structure providing continuity of operation and including cover for senior roles.
M4 Channels of communication are effective. Informal daily contact is backed up with monthly management meetings. Action is recorded when appropriate.
M7 Induction procedures are adequate. The checklist used by the managers could be clearer to ensure all aspects of an employee's role are covered and understood.
M8 In addition to informal day-to-day monitoring, all staff are appraised annually using a simple but effective form. The principal appraises members of the academic management team, the DoS appraises teachers, and the managing director appraises the administration team. New employees are monitored through observation, the appointment of a 'buddy', and by listening to student feedback.
M9 There is a clear commitment to professional development throughout the school, described in policies and procedures and evidenced by a variety of CPD events. For non-academic staff these include internal and external opportunities, such as training seminars and courses in safeguarding, management training, first aid, and digital marketing. See T10 for opportunities for academic staff.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☒	☒	
M11 Information on course choice	☐	☒	☐	☐	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Student records	☒	☐	☐	☒	
M14 Student attendance policy	☐	☒	☐	☒	
M15 Conditions and procedures	☐	☒	☐	☐	

Comments
M10 All members of staff involved in administration have clearly defined roles, and are also able to cover for each other and to work effectively as a team. They are sufficient in number, and at busy times interns are used to help with tasks such as data input. The computer system used is sufficient to deal with the work, and the software provider is responsive to requests for software and procedural amendments.
M13 The school endeavours to collect all emergency next-of-kin contact details on the computer database.

However, this information is not always obtained. In the six cases sampled by the inspector there were no next-of-kin details for two students. The inspector was told that this was because the agent would not release it. In most cases the relationship of the emergency contact is usually included, but not their level of English.

M14 The attendance policy is made clear in the Student Welcome Pack, the welcome talk on the first day, and on posters around the school. Attendance for all students is collated at the end of the week and poor attenders are contacted. Special attention is paid to under 18s with daily checks on their attendance and immediate follow up. A number of students are persistently poor attenders and in these cases there is a need for a more rigorous enforcement of the attendance policy.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☒	N/a	☒	☐
M17 Continuing improvement	☐	☒	☐	☐	
M18 Student feedback and action	☐	☒	☐	☒	☐
M19 Staff feedback and action	☐	☒	☐	☒	
M20 Complaints	☐	☒	☐	☒	☐

Comments

M16 An appropriate action plan based on the *Points to be addressed* at the previous inspection was submitted. All points have been addressed and in most cases satisfactorily resolved.

M18 Initial feedback is obtained via email on the second day. The information is brief but sufficient and covers key areas. The rate of return is low and the school is looking at ways of increasing this. Action is taken quickly and appropriately. Ongoing feedback is obtained through the tutorial system (see T18). The paper-based exit questionnaire has a higher response rate. Comments are collated, analysed and action is taken.

M19 There are no formal channels other than the annual appraisal, but teachers can give feedback at teachers' meetings. Teachers in the focus group said that management were approachable.

M20 The complaints policy and procedure is clear. There is evidence of complaints being noted and action taken.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☒	
M22 Realistic expectations	☒	☐	☐	☒	
M23 Course description	☐	☒	☐	☐	
M24 Course information	☐	☒	N/a	☐	
M25 Cost	☐	☒	☐	☒	
M26 Accommodation	☐	☒	☐	☐	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☐	☒	N/a	☐	☐
M29 Accreditation	☒	☐	N/a	☒	☐

Comments

SGI uses both a website and a printed brochure for publicity. The website is regarded as the main source of publicity. The brochure is still currently in use, but stocks are running low and there are plans to substantially revise its content.

M21 The English is generally accurate and accessible. There are some minor errors of punctuation and misuse of capitals. All or part of the website is available in approximately 12 languages, but the terms and conditions have not been translated.

M22 Some of the description of the facilities and the premises can give rise to unrealistic expectations. This was confirmed by students in the focus group. For example, the school is described as 'a purpose-built training centre', with 'comfortable, quiet, attractive classrooms'. There is a tendency to use superlative descriptors and adjectives such as 'unique', 'amazing' and 'fantastic', which are difficult to substantiate. For example, the teaching is described as 'the very highest level of tuition', and one page of the website describes SGI as 'an established global force within the ELT world, with… numerous partner schools in other parts of the UK and abroad', when there are in fact

no formal partnerships with other UK schools. The same page claimed membership of EAQUALS even though the school is no longer a member. This page was taken down by the end of the inspection.
M25 This is met, but the approximate cost of course related examination fees for the IELTS course is not given.
M29 The correct form of the Accreditation marque is not used consistently throughout the website or the brochure. The 'Accreditations' page of the website lists organisations that are not accrediting bodies.

Management summary

The provision meets the section standard and exceeds it in some areas. The management operates to the benefit of both the students and the staff. Provision for the monitoring and professional development of administrative and academic staff is good. Student feedback is valued and acted upon appropriately. Some amendments are needed to the school's publicity.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☐	☒	
R2 Condition of premises	☐	☒	☐	☒	
R3 Classrooms and learning areas	☐	☒	☐	☒	
R4 Student relaxation facilities	☒	☐	☐	☒	☐
R5 Signage and display	☐	☒	☐	☐	☐
R6 Staff room(s)	☒	☐	☐	☒	☐

Comments

R1 There is a sufficient number of classrooms available to the school. In busy periods this includes rooms in suitable premises within a few minutes' walk of the main building. Some of the rooms in the main building are small and barely adequate for the classes when at maximum capacity. Corridors are narrow and there is very little communal space. Both students and teachers commented that the premises were not sufficiently comfortable, although the students also mentioned how much they particularly valued the school's very central location.
R2 The premises are generally in an adequate state of repair and cleanliness. However, two of the men's toilets were not clean and had broken toilet seats. Toilets are cleaned once a day, which is not sufficient given the number of people using them.
R3 Some of the classrooms are small but, with careful allocation of classes of different sizes, they are adequate in size. Ventilation in many of the rooms is poor. There is a lack of direct light, with 13 of the 16 classrooms having no windows. In one or two of the windowless rooms the lights were not fully working and therefore the room was gloomy.
R4 There is very little space for relaxation in the building. There is a small lounge area with tables and chairs that can seat approximately 15 students. There is a water cooler available for students to use. There are plenty of retail outlets in the local area offering a range of food and drinks.
R6 There is insufficient space for the teaching staff. The teachers' room and resources area is small, and although classroom space is also made available and teachers can use classrooms when they are not in use, the space is inadequate for meetings, relaxation and the storage of personal items.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	☐	☒	☐	☒	
R8 Resources for teachers	☐	☒	☐	☒	
R9 Educational technology	☐	☒	☐	☒	
R10 Self-access facilities	☐	☒	☐	☒	☐
R11 Library/self-access guidance	☐	☒	☐	☒	☐
R12 Review and development	☐	☒	☐	☒	

R7 There is an extensive range of resources, including published coursebooks and supplementary and online materials. The resources are reasonably well organised.
R8 There is a good range of methodology books and ELT journals and periodicals for teachers. These are up-to-date, accessible and used by the teachers.
R9 Educational technology is available. It includes computers, data projectors and TV/DVD players. Technical problems can usually be sorted out by SGI staff, but an outside company is able to provide further technical support at short notice if required.
R10 There is a small study centre which contains five computers (with information on useful websites), and other materials such as graded readers and DVDs that can be borrowed. The student lounge also provides computer facilities.
R11 Guidance on the use of self-study materials including the VLE is given as part of student induction and in the Student Welcome Pack.
R12 Resources are reviewed in teacher meetings and management meetings.

Resources and environment summary

The provision just meets the section standard. The premises and general facilities have limitations but are adequate for their purpose. There is a continuing need to pay attention to the comfort of students and staff, especially in terms of space, ventilation and light, as well as general maintenance and cleanliness. Nevertheless, the learning resources and environment support and enhance the studies of the students and allow the staff to offer a professional service.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☒	
T2 ELT/TESOL teacher qualifications	☐	☒	☒	☒	
T3 Rationales for teachers	☐	☐	N/a	☐	☒
T4 Profile of academic manager(s)	☐	☒	☒	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒

Comments

T1 Four of the teachers timetabled to teach in the week of the inspection did not have Level 6 qualifications. Rationales for their employment were accepted in the context of this inspection: three of them are in the process of completing the Diploma and the other has extensive business experience and is deployed appropriately.
T2 The qualifications profile of the teaching staff is very good. All teachers have appropriate ELT qualifications. Twelve of the 23 teachers timetabled to teach for the week of the inspection are TEFLQ. Four of the TEFLI teachers are in the process of completing TEFL qualifying courses. EAP courses, including the university foundation course, are taught by TEFLQ teachers.
T4 The professional profile of the academic management team is strong. The team consists of the DoS, the head of teacher training (who is also an ADoS), the CPD coordinator, and the student support officer (SSO). With the exception of the SSO, all are TEFLQ. Other teacher trainers, who are TEFLQ, contribute less formal support to the academic management of the school. The principal is also TEFLQ.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☒	☐
T7 Timetabling	☐	☒	☐	☐	
T8 Cover for absent teachers	☐	☒	☒	☒	
T9 Continuous enrolment	☐	☒	☐	☒	☐
T10 Support for teachers	☐	☒	☒	☒	☐

	Not met	Met	Strength	See comments	N/a
T11 Observation and monitoring	☐	☒	☒	☒	☐

Comments

T6 Teachers are deployed according to ability, experience and preference.

T8 Cover teachers are available on the timetable every day. Members of the academic management team and teacher trainers can provide further cover if necessary. Planning notes allow cover teachers to ensure consistency of lesson content, and the fact that each class has two teachers, means that there is continuity for students even if one teacher is absent.

T9 Appropriate advice and guidance is given on continuous enrolment in the Teacher Handbook.

T10 There is a very thorough and wide-ranging programme of CPD, led by the CPD coordinator. It includes: internal workshops at lunchtimes once or twice a month; afternoon INSET sessions on relevant topics such as teaching beginners, dealing with phrasal verbs, differentiation, and IELTS standardisation; sponsorship to take training courses, such as the TESOL Diploma; attendance at conferences. Peer observation is also used effectively as a development tool. Teachers are encouraged to keep a record and to evaluate their CPD. All events are paid for by the school.

T11 Every new teacher is observed in the first or second week. Early feedback on new teachers, from students and colleagues, is monitored carefully. All teachers have an annual management observation, linked to annual appraisal. The form used for this observation focuses on learner outcomes as well as specific techniques, and is an effective device for monitoring performance and identifying areas for development. Shorter 'buzz' observations are also carried out from time to time and give a useful overall picture of teaching strengths and needs. Observations can be used to inform the content of the CPD programme.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☒	☒	
T13 Review of course design	☐	☒	☐	☒	
T14 Course outlines	☐	☒	☐	☒	
T15 Study and learning strategies	☐	☒	☐	☒	
T16 Linguistic benefit from UK	☐	☒	☐	☒	

Comments

T12 Courses are designed around a communicative approach using a coursebook, but allowing teacher autonomy. The Teacher Handbook gives a thorough and accessible description of the principles behind course planning and delivery, with practical advice on the key features of the 'SGI teaching style'. A simple needs analysis is carried out at the start which establishes the learner's long term desired outcomes, and sets clear (SMART) objectives. The resulting 'learner profile' is reprinted on each weekly register and thus helps to ensure teachers are addressing the needs of their students.

T13 Course design is reviewed at management meetings and on an ongoing basis among the teachers and teacher trainers.

T14 General course outlines are available. With some exceptions, specific outlines of the week's work are provided on boards in the classrooms

T15 Study and learning strategies are encouraged through a reminder on the syllabus and the availability of 'study skills worksheets'. The SSO also gives study skills advice during his tutorials.

T16 This is met, but the school is not fully exploiting the learning opportunities available beyond the classroom. Students are made aware of the learning potential of the social programme, and occasionally classes go on study visits, but there are many further ways in which students could be encouraged to benefit linguistically from their stay.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	☐	☒	☐	☒	☐
T18 Monitoring students' progress	☐	☒	☒	☒	
T19 Examination guidance	☐	☒	☐	☒	☐
T20 Assessment criteria	☐	☐	☐	☐	☒
T21 Academic reports	☐	☒	☐	☒	

	Not met	Met	Strength	See comments	N/a
T22 Information on UK education	☐	☒	☒	☒	☐

Comments

T17 Students are sent a pre-arrival grammar test. On arrival there is a speaking test and a student profile and needs report is established for each student. The academic managers monitor to ensure students have been correctly placed and can adjust if necessary.

T18 There are no formal progress tests in the general English classes. This is a deliberate decision in response to learner and teacher feedback. Instead there is an informal review at the end of the week. Students can request a formal progress test if they wish, and there are regular progress tests for exam students. The main mechanism for monitoring progress is the tutorial system administered by the SSO. This is a key feature of the school's academic provision and consists of a one-to-one tutorial by the SSO for all students who are studying for four weeks or more, for all under 18s, and for any student on request. The tutorial covers all issues: academic progress and aspirations, study skills, ideas for self-study and how to get the most out of the course, and how to form realistic goals. A thorough Individual Learner Plan is produced and used. The tutorial also covers pastoral issues.

T19 The progress tutorial includes exam guidance.

T21 Monthly academic reports are provided for university foundation course (UFC) students, together with a longer final report. Other academic reports are available on request. All students receive an end of course Certificate of Progress provided they have fulfilled attendance requirements.

T22 The SSO role includes advice and support on university entrance. A very extensive and accessible guide to universities and the process of application has been produced and is actively used in tutorials, rather than just given out. It includes help with personal statements and other practical guidance. Although many students seek this advice even if they are not enrolled on the UFC, the UFC is designed to give more structured input on the skills needed to enter university: academic study skills, essay writing, researching and referencing skills, using sources, giving presentations.

Classroom observation record

Number of teachers seen	17
Number of observations	17
Parts of programme(s) observed	All

Comments

One of the 18 teachers timetabled to teach was off sick during the days of the inspection. His class was covered by a teacher who was observed on her scheduled class.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	☐	☒	☐	☒	
T24 Appropriate language	☐	☒	☐	☒	
T25 Planning content	☐	☒	☒	☒	
T26 Coherent and relevant activities	☐	☒	☒	☒	
T27 Classroom management	☐	☒	☐	☒	
T28 Teaching techniques	☐	☒	☐	☒	
T29 Student engagement	☐	☒	☒	☒	
T30 Sensitivity and learning atmosphere	☐	☒	☒	☒	

Comments

T23 Teachers generally demonstrated a sound knowledge of the linguistic systems of English including phonology. Good models were presented in most cases, but on occasions phonological models were not given with sufficient clarity.

T24 Teachers usually adapted and graded their language to the level of the students and were able to differentiate between the different needs and learning styles of their students.

T25 Very detailed and well-considered lesson plans were provided for all observed lessons. The plan template included class profile, teaching aims, learner outcomes, differentiation and anticipated problems and strategies for dealing with them. The lesson plans, together with the learner profiles on the register, clearly helped the teachers to deliver effective learner-centred teaching. The content was appropriate for adult students. Exam classes focused on appropriate techniques and study skills.

T26 Lessons progressed logically and flowed smoothly between the different stages, building fluency and

understanding. Activities were not allowed to go on too long. On several occasions students independently recycled language they had been taught in previous lessons.

T27 The main resources in evidence during the observed lessons were the whiteboard and coursebooks. Audio was used in some lessons and an iPad was also used. Whiteboards were usually used effectively as a learning tool, with stress marking, notation, tabulation and different colours to assist understanding, although there were some instances where this was not the case.

T28 A range of appropriate teaching techniques was used effectively, in particular elicitation and questioning to encourage student participation and to check understanding. Concept check questions were much in evidence. A range of correction techniques was demonstrated, including self-correction, peer-correction, and delayed correction. In some cases correction at the controlled presentation stage was not clear enough. Instruction-giving was generally very good, but in weaker segments it was not firm enough.

T29 Learning activities and interaction patterns were managed effectively. Pair work and group work was set up efficiently and monitored effectively. In all segments student engagement was high. Teachers maintained control at the same time as facilitating high levels of student speaking.

T30 Class profiles and classroom practice revealed that all teachers were aware of the individual needs of their students and addressed these needs naturally in their teaching. Weaker or shyer students were involved and engaged sensitively. In all classes there was a positive learning atmosphere.

Classroom observation summary

The teaching observed easily met the requirements of the Scheme and is an area of strength. The vast majority of observed segments were good, very good or excellent. None of the teaching was unsatisfactory. Teachers showed a sound knowledge of the linguistic systems of English and graded their language appropriately for the learners. Lesson planning was very thorough and designed to address the specific needs of the students. Activities and techniques were effective. Classroom management and strategies to engage the students to ensure a positive learning atmosphere were clearly evident throughout the teaching.

Teaching and learning summary

The provision meets the section standard and exceeds it in several areas. The teachers have appropriate qualifications. Approximately half of the teaching body are TEFLQ. Teachers are given an excellent level of support to ensure their teaching not only meets the needs of the students but also gives them opportunities to develop professionally. Programmes of learning are managed for the benefit of students. The teaching observed easily met the requirements of the Scheme. The *Academic staff profile*, *Academic management* and *Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☐	☒	
W2 Pastoral care	☐	☒	☒	☒	
W3 Personal problems	☐	☒	☐	☒	
W4 Dealing with abusive behaviour	☐	☒	☐	☐	
W5 Emergency contact number	☐	☒	N/a	☒	
W6 Transport and transfers	☐	☒	☐	☐	
W7 Advice	☐	☒	☐	☐	
W8 Medical and dental treatment	☐	☒	N/a	☐	

Comments

W1 A satisfactory provision for the safety and security of students is made. Entry to the premises is overseen and controlled by answer-phone in reception. There is CCTV; fire risk assessments, equipment checks and drills are up to date and there are four trained first aiders.

W2 A good level of pastoral care is provided jointly by teaching and student services staff; staff members include speakers proficient in more than a dozen languages. Welfare information is sent by email before students arrive, there is a thorough induction by the DoS which includes the identification of various staff who provide student support, and longer-stay students and under 18s have regular tutorials. Religious needs are responded to appropriately.

W3 The staff able to deal with students' personal problems are identified with photographs on classroom noticeboards. Students said that the individual they would usually approach was that member of student services responsible for processing their booking and arranging their accommodation. The male teacher, responsible for

tutorials is named on noticeboards as the 'Welfare support officer', but the inspectors consider that the role should be extended to a female member of staff as a more appropriate named contact for female students to approach.
W5 The emergency phone number is given in the students' A4-size welcome pack but not on the ID cards. Access to the number in emergency would be more certain if students were instructed to transfer it to their phones at induction.

Accommodation profile

Comments on the accommodation seen by the inspectors

The inspector selected two homestays and a residence for his visits. All were in use at the time of the inspection. The homestays were about 30 minutes by tube from the school. Both hosts were caring, experienced and on friendly terms with the homestay officer, and the standard of accommodation in the homes fully met the requirements of the Scheme. The residence selected is in Camden Town and provides comfortable student accommodation in self-catering en-suite bedsits. The building is close to public transport, has 24-hour security and is well-maintained.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☐	☐
W10 Accommodation inspected first	☐	☒	☐	☐	☐
W11 Accommodation re-inspected	☐	☒	☐	☒	☐
W12 Accommodation registers	☐	☒	☐	☐	☐
W13 Information	☐	☒	☐	☐	☐
W14 Student feedback	☐	☒	☐	☐	☐
W15 Meals in homestay/residences	☐	☒	☐	☐	☐

Comments

W11 The accommodation officers for homestays and residences visit and revisit accommodation and update their records.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☒	☐
W17 Rules, terms and conditions	☒	☐	☐	☒	☐
W18 Shared bedrooms	☐	☒	N/a	☐	☐
W19 Students' first language	☐	☒	N/a	☐	☐
W20 Language of communication	☐	☒	N/a	☐	☐
W21 Adult to welcome	☐	☒	N/a	☐	☐

Comments

W16 The school's homestay handbook and its contractual agreement for hosts make clear the requirements of criteria W16 to W21. Both hosts visited were aware of the requirements.
W17 Hosts are required to submit gas safety certificates, copies of which are kept on file. However, at present homestay hosts are not asked to carry out fire risk assessments on their homes. The inspectors explained to the principal there is a legal requirement for them to do so and he undertook to inform them.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☒	☐	☐	☐
W23 Health	☐	☒	☐	☐	☐

Comments

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☐	☒	☐
W25 Other accommodation	☐	☒	N/a	☐	☐

Comments

W24 Student services staff give students seeking bed-sits and flats advice and help, and the various implications are explained in an accompanying information and advice sheet.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	☐	☒	☐	☐	
W27 Leisure programmes	☐	☒	☐	☒	☐
W28 Health and safety	☐	☒	☐	☒	☐
W29 Responsible person	☐	☒	☐	☐	☐

Comments

W27 The school offers at least one activity each day during the week, which is led by a teacher and publicised on notices in the student lounge area. London tourism leaflets are displayed in a browser and students can book weekend excursions organised by an independent student tour operator to other parts of the UK.
W28 There are written risk assessments for the various visits and activities in the leisure programme. However, there is no system to ensure that the staff member leading an activity has read the relevant risk assessment.

Welfare and student services summary

The provision meets the section standard. The needs of students for security, pastoral care, information and leisure activities are met. The accommodation provided is suitable and effectively managed for the benefit of students.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☐	☐	☐
C2 Guidance and training	☐	☒	☐	☐	☐
C3 Publicity	☐	☒	☐	☒	☐
C4 Recruitment materials	☒	☐	N/a	☒	☐
C5 Suitability checks	☐	☒	N/a	☒	☐
C6 Safety and supervision	☒	☐	☐	☒	☐
C7 Accommodation	☒	☐	☐	☒	☐
C8 Contact arrangements	☐	☒	☐	☐	☐

Comments

Although the school accepts 16 and 17-year olds, it advertises itself as an adult school and makes clear that under 18s are enrolling on an adult course. At the time of this inspection there were four under 18s enrolled. At peak in August there were 27.

C3 Publicity makes clear that 16 and 17-year olds are enrolled on an adult course. Parents are required to sign a *Consent form for under 18s* confirming that they understand their child is joining an adult course and will be in an

adult environment. However, the form also states that no special supervision is provided on activities and excursions for under 18s and that 'SGI is not responsible for the actions or safety of the student while they are on an excursion or activity'. The inspectors explained to the principal that signing a form does not remove the school's statutory duty of care to its students and asked for the sentence to be removed.

C4 The requirements of this criterion are not made clear to potential employees in writing.

C5 All teachers and student services staff in contact with under 18s are DBS checked at the school's expense. All hosts providing homestays for under 18s have to provide evidence of a current DBS check. The school does not currently require evidence of a police certificate of good conduct for foreign teachers accompanying their students in closed groups to the school. (The inspectors understood this is a relatively exceptional provision with only three such groups being accepted during the last twelve months, always accompanied by their own teachers.)

C6 Clear rules for what 16 and 17-year-olds may do outside scheduled lesson and activity times were not in place before the inspection but were provided during the course of the inspection, and therefore this requirement is no longer a point to be addressed. At present no special attention is paid to the supervision of 16 and 17-year-olds on excursions and other off-site activities. (See comment C3 above.)

C7 The requirements of this criterion were met apart from the requirement that hosts will be made aware of the rules for what students may do outside scheduled activity times. These rules were produced for circulation to hosts during the course of this inspection, and therefore this requirement is no longer a point to be addressed.

Care of under 18s summary

The provision just meets the section standard. Including the measures introduced during the course of the inspection relating to suitable rules for 16 and 17-year-old students, there is appropriate provision for the safeguarding of students under the age of 18 within the organisation.