British Council

Inspection report

Organisation name	St Giles International London Highgate
Inspection date	6–8 June 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the *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.

Summary statement

The British Council inspected and accredited St Giles International London Highgate 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 for details).

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

Strengths were noted in the areas of staff management, quality assurance, premises and facilities, learning resources, academic management, course design, learner management, teaching, care of students, accommodation, leisure opportunities and care of under 18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	December 1982
Last full inspection	March 2013
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Courses leading to a certificate-level qualification are run by the St Giles Educational Trust.
Other related accredited schools/centres/affiliates	St Giles London Central, Brighton and Eastbourne. St Giles Juniors UK
Other related non-accredited schools/centres/affiliates	St Giles San Francisco, New York, Vancouver, St Giles Juniors North America.

Private sector

Date of foundation	1975 (St Giles Highgate); 1955 (St Giles Oxford Street)
Ownership	St Giles Schools of Languages Limited Company number: 596651
Other accreditation/inspection	N/a

Premises profile

Address of main site	51 Shepherds Hill, London N6 5QP
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	St Giles London Highgate is located in a substantial Edwardian house in a quiet residential area in North London. The school is surrounded by extensive gardens. There are good public transport links to central London and to the shops and amenities available in three nearby suburbs. The entrance hall on the ground floor leads into the open plan front office and reception. The teachers' room is adjacent to the academic management office. The self-access centre, library and bookshop are also located on this floor. There are eight classrooms on the first floor and seven on the second floor. On the lower ground floor there are two classrooms, a teachers' resource room, a cafeteria, conservatory, kitchen and an internet café. Seven classrooms are located in the garden annex. There are male and female toilets on the lower ground floor and first floor. One male and one female toilet is reserved for students under the age of 16. The school building is owned by the organisation.

Student profile	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	119	161
Full-time ELT (15+ hours per week) aged 16–17 years	9	73
Full-time ELT (15+ hours per week) aged under 16	8	91
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a

Overall total ELT/ESOL students shown above	136	325
Advertised minimum age	14	14
Actual minimum age	14	14
Advertised maximum age	85	85
Actual maximum age	66	69
Typical age range	14–66	14–69
Typical length of stay	8 weeks	4.5 weeks
Predominant nationalities	Turkish, Japanese, Swiss, Brazilian	Swiss, Spanish, Italian, Argentinian, French, Japanese, Turkish
Number on PBS Tier 4 General student visas	N/a	N/a
Number on PBS Tier 4 child visas	N/a	N/a
Number on short-term study visas	97	264

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	14	30
Number teaching ELT 20 hours and over a week	14	
Number teaching ELT 10–19 hours a week	0	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	2
Comments	

The DoS is not contracted to teach. The ADoS is usually contracted to teach 20 lessons per week but was not teaching during the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	10
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	14

Comments
The DoS and the ADoS are not included in the above profile.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☐	☐	☐	☐
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

Students aged 16 and 17 are enrolled on adult courses. The school offers general English classes for 20 or 28 lessons per week. Lessons are 50 minutes. The school's minimum age is 14. Juniors aged 14-17 are taught in separate classes.

The following courses were running at inspection: General ELT for adults; General ELT for juniors aged 14–17; IELTS, FCE and CAE examination classes; English for Art and Design and English for Business. One-to-one classes are offered all year. There were no one-to-one classes during the inspection.

Other: English for beginners; English for University Studies; The London Experience Programme.
For teachers: Teachers of English Programme (TEC).

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	53	16
Private home	0	0
Home tuition	0	0
Residential	17	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	1
Staying in privately rented rooms/flats	49	0
Overall totals adults/under 18s	119	17
Overall total adults + under 18s	136	

Introduction

The first St Giles school was established in London in 1955 and the St Giles group remains a family-owned organisation. St Giles International London Highgate (London Highgate) is a well-established school within the organisation.

The staffing structure has not changed significantly since the last inspection but there have been a number of staff changes. In February 2015 the former assistant director of studies (ADoS) at St Giles International London Central (London Central) took over as principal of the London Highgate school. The London Highgate director of studies (DoS) took maternity leave in April 2017 and 12 months' cover was being provided by the London Central ADoS. The senior registrar is taking 12 months' maternity leave in July 2017. The assistant registrar will provide cover during this period and there are plans to appoint another assistant before the summer.

In 2015 courses for 14 and 15 year-olds were introduced.

The inspection lasted for two whole and one half days. Meetings were held with the principal, the DoS, the ADoS, the senior registrar, the assistant registrar, the special educational needs coordinator (SENCo), the academic counsellor, the accommodation officer, the student services support officer, the homestay visitor and the social programme organiser. All teachers timetabled during the inspection were observed. A focus group meeting was held with teachers and separate focus group meetings were held with adult and junior students. One inspector visited three homestays and one 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 The management and administrative structures of the school are clear. An up-to-date St Giles International diagram is contained in the staff handbook. Staffing levels at the London Highgate and London Central schools are sufficient to provide academic cover as demonstrated at the time of the inspection when the London Central ADoS was providing cover for the London Highgate DoS.
M4 Communication between the school and the wider St Giles international group is very effective, with regular meetings and training events. Within the school regular formal and informal meetings are held for management, administrative and teaching staff. Decisions and action taken are recorded. There is frequent informal and formal communication between the accommodation officer and the school's homestay hosts as well as with the registered agency used occasionally by the school.
M5 The recruitment and appointments procedures of the St Giles international group are generic. There are comprehensive procedures in place, with checklists and templates for each stage of the recruitment process. A positive working environment was evident at the inspection and further confirmed in the comments by staff in the annual staff survey.

M7 There is a general induction checklist for all new members of staff and a further checklist for teachers. Administrative and support staff have an initial induction from their line manager and on-going training during their first few months. At the end of their induction, teachers are asked to complete a questionnaire that indicates whether they have acquired all the necessary knowledge from the induction. Teachers have the opportunity to observe two classes before they start work.

M8 An annual appraisal system is in place for all permanent and longer serving temporary staff. There was evidence of appraisals having been carried out for teachers and administrative staff. The useful appraisal form provides the opportunity for an action plan for professional development. A clear policy for dealing with unsatisfactory performance is set out in the staff handbook. Student feedback forms contain relevant questions to identify any issues in this area. There were comprehensive records of the rare occasion when action needed to be taken, with evidence of a supportive approach.

M9 Opportunities for continuing professional development (CPD) are available for administrative and teaching staff. St Giles International organises annual conferences for managers, DoSs and teachers. Administrative staff have attended external training courses covering a variety of topics including social media training and marketing. Teachers are encouraged to attend local and national training events and to report back to colleagues. Two teachers attended the International Association of Teachers of English as a Foreign Language (IATEFL) conference in 2016 and the ADoS attended the English UK management conference in 2017. Expenses are paid for attending external events. All teachers attend an excellent range of in-house teacher development events. See T10.

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 Contact details	☐	☒	☒	☒	
M14 Student attendance policy	☐	☒	☐	☒	
M15 Students asked to leave course	☐	☒	☐	☒	

Comments

M10 There are sufficient staff to handle the volume of work efficiently at all times of the year and good cover arrangements are in place. The experienced senior registrar leads the front office team and during her 12 months' maternity leave the experienced assistant registrar will provide cover. Students at both focus groups stated that staff were approachable and helpful.

M11 A large majority of students are recruited through agents, who are supplied with information to pass on to the students. Other students receive pre-arrival information directly. During their stay, all students can get information about options and other courses on offer from the reception staff.

M13 Records sampled contained all the required information. Staff have remote access to the database outside office hours, and pass information to other staff as needed.

M14 The school's attendance and punctuality policy is explained clearly in the student handbook and is publicised on noticeboards. The ADoS, as the attendance officer, monitors and records the attendance of all students. If attendance of a given student drops below 80 per cent there is a staged procedure to warn and then sanction the student. The attendance of under 18s was excellent. However, the attendance of 12 adult students had fallen below 80 per cent which indicates the need for more rigorous procedures to be put in place to follow up adult students' attendance.

M15 The student guides for adult students and for under 18s have a short section on school rules and give information about some activities that are illegal in the UK. The student guides are emailed to all students and the full St Giles International student disciplinary code is available on their website. This makes it clear that unacceptable or illegal behaviour my lead to expulsion.

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 and action	☐	☒	☐	☒	☐

Comments

M16 A plan with a timeframe had been submitted and appropriate action had been taken in all cases.
M17 There is a strong commitment to the review and improvement of all aspects of the work of the school, including self-assessment against all the inspection criteria. A quality management project (QMP) is in place for all the schools in the group. Surveys are conducted quarterly and include student, staff and agent feedback, graded teacher observations and "mystery shopper" feedback. Outcomes are documented in summarised reports and circulated to members of senior management to enable comparisons across schools. A recent example is an analysis of students' rate of progress over a 13-week period.
M18 Students give feedback in an online questionnaire in the first week of their course and are sent an online exit questionnaire in their last week. Responses are stored on a "Key Survey" site for all the schools in the group. The DoS and ADoS are notified by automatic email of any negative first week and exit questionnaires. However, the return rate for the exit questionnaire is only around 50 per cent.
M19 Agent and staff surveys are conducted using online survey software annually and anonymously. Results are analysed and compared across the group. The principal collates the information and prepares a response and an action plan to present to staff. Staff opinions are also actively sought during appraisal. Leaving teachers receive a departure questionnaire. Teachers felt their views were valued.
M20 The complaints procedure is written in accessible language and available on noticeboards and in the student handbook. All complaints are recorded on the school's database.

Publicity

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

Comments

The website is the principal medium for publicity. Publicity includes a St Giles International brochure, a course dates and prices brochure and a group website, which has a dedicated page for London Highgate. Publicity is also available on social media platforms.
M21 The language used in publicity is clear and accurate. One misspelling was corrected during the inspection.
M22 Publicity offers accurate information about the premises, location, and the extent and availability of the services and resources.
M24 Courses are described in terms of the number of lessons per week, not the number of taught hours. However, the lesson length of 50 minutes is stated and the number of taught hours per week for each course is clearly listed in the course dates and prices under the heading 'Teacher-contact time per course'.

Management summary

The provision meets the section standard and exceeds it in some respects. Staff management is well handled and there is good communication throughout the school. Student administration procedures are efficient. Quality assurance procedures are of a very high standard and are systematically implemented. Publicity is detailed and accurate. *Staff management* and *Quality assurance* are areas of strength.

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 areas and food	☐	☒	☒	☒	☐
R5 Signage and display	☐	☒	☒	☒	☐
R6 Staffroom(s)	☐	☒	☒	☒	☐

Comments

R2 The premises are in an excellent state of repair and decoration and a high level of cleanliness is maintained. Since the last inspection a major programme of refurbishment has been undertaken. In the main building new furniture has been purchased for all the classrooms, new carpets have been laid throughout and new hardwood floors have been laid in the main entrance hall and first floor hallway. All the toilets have been refurbished and redecorated.
R3 Classrooms in the main building and in the annex are well lit, quiet, well heated and ventilated and flexibly furnished. Classrooms vary in size but a few rooms in the main building are only just adequate for maximum class sizes. This is taken into account when rooms are timetabled. In all classrooms students can see, write and hear in comfort.
R4 The school has a large, welcoming and popular café and conservatory for student and staff use on the lower ground floor. Hot and cold food, beverages and snacks are available all day at reasonable prices. The food is prepared on the premises and is of a high standard. Healthy options and halal meat are always available. This area is also a pleasant place where students can relax, with plentiful seating, a large-screen television and table football. Students also have access to a small computer café area, with five computers and high-speed Wi-Fi access. The conservatory leads onto well-tended mature gardens with seating areas, a picnic area and a few recreational facilities.
R5 There is clear signage throughout the premises and noticeboards are attractive and well organised, giving useful and up-to-date information. A well-designed 'who's who' board is in the café, with photographs of all current staff.
R6 Teachers have two good-sized rooms at their disposal. The staffroom on the ground floor is used principally for relaxation and preparation. There is ample seating and access to computing and printing facilities. There are generously sized lockers available to all staff for the storage of personal possessions. Tea and coffee are supplied daily. The teachers' resource room on the lower ground floor is used for storage of resources and preparation.

Learning resources

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

Comments

R7 General English students buy a coursebook from the bookshop in the school. Students who enrol for less than two weeks borrow a coursebook. Teachers can supplement coursebooks with supplementary materials and authentic materials.
R8 There is a very good range of resources for teachers in the resources room, including facilities for the production and reproduction of materials. The organisation of resources is the responsibility of the ADoS and resources are well maintained and organised by type and level. There is a good stock of methodology books and some professional magazines are available. Teachers reported that they were very satisfied with the resources available.
R9 There are interactive whiteboards (IWBs) in 22 classrooms. Teachers have access to three computers in the resources room and there are three laptops for their use in the teachers' room. Wi-Fi speed has been significantly

increased since the introduction of a new Wi-Fi system which is available throughout the school. A virtual learning platform has been purchased and will be introduced in September 2017.

R10 The self-access centre and library is a spacious, quiet self-study area where students can do homework, prepare for examinations and borrow graded readers. Students have access to 15 tablets, with headphones, and teachers can book the self-access centre for classes when they wish to use the tablets. Clear information is displayed to help students to find appropriate materials. New teachers are trained in the use of the technology as part of their induction and an IT technician based at St Giles London Central gives appropriate support.

R11 New students are given induction in the use of the self-access centre. Advice and help is readily available from the DoS, ADoS and principal, whose offices are nearby.

R12 The DoS is named as the person responsible for reviewing materials. Resources are reviewed on the basis of staff and student feedback and teaching and learning resources are reviewed during teachers' meetings. New coursebooks are trialled before adoption. Recent purchases have included supplementary resources for young learners. Teachers reported that any reasonable requests for new resources are always met.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The classrooms and other areas in the school are in excellent condition. The school's learning resources and teaching facilities support the studies of the students. *Premises and facilities* and *Learning resources* are areas of strength.

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 One permanent teacher and the ADoS did not have a level 6 qualification. They are both TEFLQ.
T2 The qualification profile of the teachers is strong; 11 are TEFLQ and three are TEFLI. Fifty per cent of the teaching staff were TEFLQ during the peak weeks of 2016.
T4 The DoS and the ADoS are TEFLQ and both have substantial teaching experience. The DoS has had over four years' academic management experience as ADoS at London Central. The ADoS normally has a teaching commitment of 20 lessons per week.

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 Formalised support for teachers	☐	☒	☒	☒	☐
T11 Observation and monitoring	☐	☒	☒	☒	☐

Comments

T6 Teachers are allocated according to their experience and preferences whenever possible. General English and examination preparation courses are taught by two teachers. Experienced teachers are paired with relatively inexperienced ones during the peak summer months. The DoS tries to ensure that teachers are challenged to extend their teaching repertoire by allocating them to courses such as English for Business and English plus Art & Design when possible.
T7 There are effective procedures for timetabling. The daily timetable of three 50-minute lesson blocks provides flexibility for both students and teachers. Teachers are given the following week's timetable on Fridays.

T8 Overall, there are satisfactory arrangements for cover. The ADoS has a reduced teaching timetable, the DoS does not teach and a number of teachers are available to cover classes. However, two adult classes of the same level were doubled up for two days in May and one day in March although maximum student numbers were not exceeded in either case. Staff concerns over the issue of cover were noted in the 2017 staff survey. The inspectors were told that additional staff will be available to provide cover during the busy summer period.

T9 Written guidance is available to teachers in the teachers' guide and continuous enrolment is discussed with new teachers at the interview stage. Teachers are informed in advance about the new students who will be joining their class and are given the results of their placement tests. Revision and recycling activities are regularly planned to help new students.

T10 Academic support is provided through the weekly teachers' meetings and the DoS and ADoS provide a very good level of daily support and guidance which teachers appreciate. There are fortnightly CPD sessions, which are related to the outcomes of observations and other perceived needs. Teachers are encouraged to lead CPD sessions and permanent teachers, some of whom have teacher training experience on the school's initial training courses, are required to deliver two CPD sessions per year.

T11 Newly appointed teachers are observed within the first week and a second observation is scheduled in their second or third week. Teachers are formally observed once a year by the DoS and there are graded observations each year for teachers in their second or later year of service as part of the Group's QMP. These are conducted by a teacher drawn from a pool of experienced teacher trainers from other St Giles Centres. Peer observations are carried out by all teachers in the autumn. The DoS carried out spot observations, with oral and written feedback, soon after his appointment. Teachers reported appreciation of the observation process.

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 and outcomes	☐	☒	☐	☒	
T15 Study and learning strategies	☐	☒	☒	☒	
T16 Linguistic benefit from UK	☐	☒	☒	☒	

Comments

T12 The course design is communicative and learner centred. There is a coherent course structure set out in guidance notes for teachers. Targeted outcomes are expressed in terms of the Common European Framework (CEFR) can-do statements. Teachers are advised to use the book for about 60 per cent of the course and to supplement with supplementary and authentic materials. The English for Business and the Art & Design course have a coursebook, supplemented by additional materials. For students on a full-day general English programme the emphasis in the afternoon classes, with the greater mix of levels, is on developing skills.

T13 Coursebooks are reviewed regularly and teachers are consulted before new coursebooks are adopted. The annual course review conducted by the London Central school is shared with the London Highgate school. This has resulted in opportunities for the academic managers and teachers to review and implement changes to the academic services which are common to both schools.

T14 The teachers' weekly plans are displayed on a noticeboard in classrooms although students would benefit from short daily menus on the whiteboard as there was no evidence in the lesson segments observed that the weekly plans were working documents.

T15 The coursebooks used in the school include provision for independent learning and students are given lists of useful websites and smartphone and tablet applications. Longer-term students meet with one of the senior teachers to discuss and reinforce independent learning strategies.

T16 Students are encouraged to use the St Giles e-learning zone and other self-study materials on the internet. The St Giles website provides students with a comprehensive list of relevant websites. Students are made aware of the leisure programme and teachers organise occasional class trips, with accompanying worksheets. Most students live in homestays and profit from experiencing family life in the UK. The London Experience course which runs mainly in the summer provides students with excellent opportunities to develop their language skills outside the classroom.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☒	☒	☐
T18 Monitoring students' progress	☐	☒	☒	☒	
T19 Examination guidance	☐	☒	☒	☒	☐

	Not met	Met	Strength	See comments	N/a
T20 Assessment criteria	☐	☒	☐	☐	☐
T21 Academic reports	☐	☒	☐	☒	
T22 Information on UK education	☐	☒	☐	☒	☐

Comments

T17 Prior to arrival, students have the opportunity to send in a pre-course questionnaire and a postcard written to the DoS. On arrival, an in-house test linked to the CEFR is used with grammar, lexis and writing elements. Students' speaking ability is assessed in an orientation class by the ADoS or an experienced teacher. Students describe their basic language goals on record cards. See also T18.

T18 Teachers use weekly tests available in the coursebook and students' progress is recorded on their record cards at tutorials which take place every two weeks. The SENCo teacher provides valuable support to students who need additional help with their studies. A clear procedure is in place to identify and support students needing to change to a class at a different level.

T19 The school offers a range of examination preparation courses. The academic counsellor advises and guides students about exam arrangements.

T21 A certificate of attendance is provided for students who attend at least 80 per cent of their courses. All students may request a course report. Academic reports are made available on request.

T22 The academic counsellor is introduced to students at orientation. She is available in the staffroom for students to make an appointment to seek advice about further and higher education.

Classroom observation record

Number of teachers seen	14
Number of observations	14
Parts of programme(s) observed	All

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	☐	☒	☐	☒	
T24 Appropriate content	☐	☒	☒	☒	
T25 Learning outcomes	☐	☒	☐	☒	
T26 Teaching techniques	☐	☒	☐	☒	
T27 Classroom management	☐	☒	☒	☒	
T28 Feedback to students	☐	☒	☒	☒	
T29 Evaluating student learning	☐	☒	☐	☒	
T30 Student engagement	☐	☒	☒	☒	

Comments

T23 Teachers demonstrated a very good knowledge of linguistic systems. Clear illustrations and examples were provided. Teachers provided accurate spoken models. Accurate written models were provided by all teachers with one exception.

T24 Very good lesson plans were provided and relevant topics were chosen. Teachers provided detailed class profiles for all classes and clearly knew their students well. Some excellent examples of interactive activities were seen in the young learner and adult classes. There were good opportunities for personalisation in warm-up activities.

T25 Lessons were appropriately staged and supplementary materials selected by teachers gave good opportunities for further study. Coherence was demonstrated through recapping and recycling of material. Learning outcomes were clearly identified. In a few lesson segments objectives were not always communicated to students.

T26 Lessons were clearly staged and many examples of confident elicitation and instruction checking were noted. Many examples of the teaching of lexis which included information about pronunciation and context were seen. A few classes were very teacher centred and students were given insufficient opportunities to speak.

T27 Classroom management was very effective, with good use made of IWBs by the majority of teachers. Board

work was well planned, with word stress marked on new vocabulary in some lessons. In the better segments phonemes were used on the board for target lexis.

T28 Teachers set up a wide range of activities, many of which included pair and group work. Good use was made of concept checking for understanding. Teachers monitored learning effectively.

T29 Coursebooks were used to evaluate understanding. Revision work was observed in many classes, with students being reminded of language previously learned.

T30 Learning activities were well managed, with good use of nomination, even when students were new to the class. Language was well graded, and instructions were clear. There was a positive and purposeful atmosphere in all classes. Students in the focus group appreciated the teaching.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory with a large majority of lesson segments observed being good or very good. Teachers' knowledge of linguistic systems was sound. All the lessons were well planned and took account of the needs of students and all teachers were able to adapt their language to the students' level. Lesson content was relevant to the needs and cultural background of the students. Resources were well managed and teachers had a wide range of teaching, monitoring and correction techniques. Rapport was very good in all classes.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The academic staff profile is impressive. Teachers are very well supported and efficient academic procedures are in place. Programmes of learning are appropriate to students' needs and are managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Academic management, course design, learner 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 The school is located in an area of London that is considered relatively safe. The premises has a CCTV system with 12 cameras covering internal and external areas. Staff, adult students and under 18s all wear different coloured lanyards for clear identification and there is a sign-in system for guests. Risk assessments are carried out and regularly updated and regular fire drills are carried out. There is clear evidence that staff and students are well briefed on safety and security issues.

W2 All staff are available to provide pastoral care and students are made aware of this through comprehensive pre-arrival information provided on the website, during induction, in their student handbook and via noticeboards around the school. Any initial problems are identified via an early feedback questionnaire and at an individual tutorial after the first week. A multi-faith room is available for religious observance.

W3 There is a named member of staff to deal with welfare issues and there are clear notices with photos of welfare staff in all rooms. There are separate notices for under 18s.

W4 Information is clearly displayed around the school to promote the anti-bullying and the Prevent policies of the school. This is reinforced in the student handbook and is expressed clearly and simply for all students. There is a strong ethos in the school that promotes respect for others.

W5 All students are issued with the school emergency number at induction and the rota system of staff who are on call appears to work effectively. The emergency number is also given to homestay hosts and to social programme leaders together with instructions on when to use it.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school provides homestay and residential accommodation. Three hosts were visited and found to be of a high standard. The homes were all clean and comfortably furnished. The hosts were very welcoming, were enjoying the experience of hosting and found the school very helpful and supportive. The North London student residence was visited. It is located 15 minutes by bus from the school and provides accommodation for 18 to 25 year-olds. Breakfast and evening meals are provided during the week and full board at weekends. It is of an exceptionally high standard internally and externally providing a gym, games room, TV room, movie room, study, music room, pool table, table tennis and tennis courts as well as a range of comfortable seating areas and a large, bright dining room. It is staffed from 08.00 to 20.00 by first-aid trained personnel and there is an emergency after-hours contact phone in the reception area. Bedrooms do not have ensuite bathrooms but are light and well furnished. There is a clean communal bathroom with shower for every five rooms.

The school also uses a residence in the centre of London, which provides self-catering accommodation for adults. This was not visited.

The school also uses a British Coucil registered agency at peak times during the summer. The agency was not being used during the inspection.

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 in advance	☐	☒	☐	☐	☐
W14 Student feedback	☐	☒	☐	☐	☐
W15 Meals in homestay/residences	☐	☒	☐	☐	☐

Comments

W9 All accommodation visited provided excellent services and facilities for students.

W10 Comprehensive systems are in place to assess the suitability of hosts and of the accommodation. A pro-forma checklist is used to record relevant information including fire risk assessments and Gas Safe certificates.

W11 Accommodation is re-inspected every two years either by the accommodation officer or by her assistant, who is part of the teaching staff. Any issues or complaints are carefully logged and followed up.

W12 Accommodation registers are comprehensive and regularly updated.

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

None

Accommodation: residential

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

Comments
W22 Communal areas in the North London residence are cleaned every day. Rooms are cleaned every week. W23 All staff at the North London residence are first-aid trained and there is a phone in the reception area that clearly indicates an emergency number for out-of-hours emergencies. The residence is also very near to a major hospital.

Accommodation: other

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

Comments
W25 The school suggests a small number of local hotels that it has visited and checked for reasonable standards.

Leisure opportunities

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

Comments
W26 The school provides comprehensive information about the leisure programme. There is a calendar of events on the website and several noticeboards around the school advertise cultural, social and sporting events and trips. W27 A member of the teaching staff is the named leisure programme coordinator. He plans the programme at least one month in advance and advertises events to students daily. The programme caters for a wide range of student tastes and interests and there is always an alternative activity provided in the event of bad weather. All teachers participate in the social programme and some of them lead events themselves. Both students and staff were complimentary about the programme. W28 The leisure programme coordinator provides detailed risk assessments for every trip, emails the trip leader with the relevant information and also provides a laminated information and risk sheet as well as a school mobile phone. W29 Where appropriate, activities are led by trained staff.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. Care of students is given a high priority in the school and all staff are engaged in providing a safe and caring environment for students. Accommodation is of a high standard and every care is taken to ensure that students are well-placed and comfortable. Leisure opportunities are wide ranging, well organised and carefully chosen and students spoke highly of the variety of activities in the programme. *Care of students, Accommodation* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☒	☒	☐
C2 Guidance and training	☐	☒	☒	☒	☐
C3 Publicity	☐	☒	☐	☐	☐
C4 Recruitment procedures	☐	☒	N/a	☐	☐
C5 Safety and supervision during scheduled lessons and activities	☐	☒	☐	☒	☐

C6 Safety and supervision outside scheduled lessons and activities	☐	☒	☒	☒	☐
C7 Accommodation	☐	☒	☒	☒	☐
C8 Contact arrangements	☐	☒	N/a	☐	☐

Comments

Under 18s usually make up a small proportion of the total school population but this increases to around 22 per cent at peak times. Students aged 14–17 are taught separately but some aged 16–17 may be enrolled on adult courses. All under 18's are subjected to specific monitoring as detailed in the school's safeguarding policy.

C1 There is a well-developed safeguarding policy written in clear and accessible language. The principal is the designated safeguarding lead and has recently undertaken level three refresher safeguarding training. He regularly networks with other principals to share good practice and to review and update the safeguarding policy and procedure. The school implements robust safe recruiting checks and all staff in the school are DBS-checked and are introduced to the safeguarding policy at their induction. Homestay hosts are also DBS-checked.
C2 All staff have level one safeguarding training and six staff have level two training. The school ensures that homestay hosts are carefully briefed on the safeguarding policy and on their responsibilities. Group leaders also have a meeting with the principal on arrival to ensure that they understand their responsibilities. Information in the staff handbook is clear and comprehensive and in addition to an induction session on safeguarding, a quiz has been developed to check that staff have assimilated key information.
C5 An effective system has been devised to check under 18s' attendance that involves the teacher hanging an 'All present and correct' sign outside their classroom door if all under 18s are present. This enables support staff to easily identify when under 18s are missing and immediately follow up with their host family. A more robust system is required to ensure that late arrivals are checked in between morning and afternoon registration. Adults are made aware that there are under 18s in the school via clear notices in every classroom and in their handbook. Activity leaders are also given a list of under 18s and appropriate ratios are applied.
C6 There is a duty rota of staff who supervise under 18s during breaks and lunchtimes. The CCTV system also covers the garden area and there is a monitor in reception and another in the principal's room. Students are given clear rules about what they can and cannot do. There are separate noticeboards for under 18s and they are required to attend a weekly meeting with the assistant director of studies who is responsible for under 18s.
C7 There is strong evidence of clear rules, guidelines and procedures provided to hosts. Hosts visited were clear about their responsibilities and about what to do if there was a problem. There is also evidence of the close monitoring of student behaviour and of parents being contacted in the event that under 18s were flouting rules.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. Care of under 18s is given a high priority in the school and policy and procedure is strictly observed. Staff are well trained in their duties and host families are very aware of their responsibilities and are well supported by the school. *Care of under 18s* is an area of strength.