BRITISH COUNCIL

Inspection report

Organisation name	St Giles International London Central
Inspection date	7–10 February 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 Central in February 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

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

Strengths were noted in the areas of staff management, student administration, quality assurance, 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	1989
Last full inspection	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	Teacher training courses and a grammar booster course, both run by the St Giles Educational Trust.
Other related accredited schools/centres/affiliates	Year-round St Giles schools in Highgate, Eastbourne and Brighton and junior summer centres.
Other related non-accredited schools/centres/affiliates	St Giles schools in Vancouver in Canada, New York and San Francisco in the US and seasonal junior camps. Franchise partner in Brazil. St Giles Educational Trust, a charity that is focused on teacher training.

Private sector

Date of foundation	1955
Ownership	St Giles Schools of Languages Ltd. Company number: 596651
Other accreditation/inspection	ISI

Premises profile

Address of main site	154 Southampton Row, London WC1B 5JX
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 Schools of Languages Ltd has freehold ownership of the St Giles London Central school. The school is based in an eight-floor Victorian building with 56 classrooms spread over the first six floors. Residential accommodation for students is located on the top two floors. There is a self-access centre, an ELT library and bookshop and a staffroom on the lower ground floor. The reception and administrative offices are on the ground floor. There is a cafeteria on the first floor and a roof garden on the fifth floor. The fourth floor of the building contains a lounge, an office and classrooms for executive and professional courses. The head office of St Giles International is also located in the building on the second floor.

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	337	499
Full-time ELT (15+ hours per week) aged 16–17 years	36	38
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	**373**	**537**

Advertised minimum age	16	16
Actual minimum age	16	16
Advertised maximum	N/a	N/a
Actual maximum age	18+	18+
Typical age range	18–25	18–25
Typical length of stay	6 weeks	6 weeks
Predominant nationalities	Italian, French, Japanese, Swiss, Turkish, Korean	Italian, French, Japanese, Swiss, Turkish, Korean
Number on PBS Tier 4 General student visas	1	1
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	240	323

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	38	70
Number teaching ELT 20 hours and over a week	27	
Number teaching ELT 10–19 hours a week	10	
Number teaching ELT under 10 hours a week	1	
Number of academic managers for eligible ELT courses	9	9
Number of management (non-academic) and administrative staff working on eligible ELT courses	11	
Total number of support staff	5	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	9
Academic managers without TEFLQ qualification or 3 years relevant experience	0
Total	9

Comments

The director of studies (DoS) and the assistant director of studies (ADoS) of the general English courses were not teaching during the week of the inspection. The acting joint directors of the Platinum courses both taught a limited teaching timetable (seven and five lessons). The five senior teachers each taught between 13 and 30 lessons during the week.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	19
TEFLI qualification	18
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	38

Comments
These figures exclude nine TEFLQ academic managers, seven of whom taught in the week of the inspection.

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
All lessons are 50 minutes long. General English courses are offered in the morning and the afternoon and students can study for 20 or 28 lessons per week. Examination preparation classes are also offered throughout the year. Platinum courses for executive and professionals (maximum class size of five) run all year round. These courses are tailor made for professional people who need to improve their English for their work.   Teachers of English courses are run during July and August.   An EAP language support course is run for a university.   16 and 17 year-olds can enrol on general English courses; the minimum age for Platinum courses is 21. Students can take one-to-one classes in combination with general English or Platinum courses or have stand-alone individual lessons.

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	82	26
Private home	0	0
Home tuition	0	0
Residential	70	0
Hotel/guesthouse	5	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	10
Staying in privately rented rooms/flats	180	0
Overall totals adults/under 18s	337	36
Overall total adults + under 18s	373	

Report expires 31 March 2022

Introduction

St Giles International London Central is the largest of the year-round St Giles schools in the UK and has a maximum capacity of 720 students. Every year over 80 different nationalities study at the school, which has been located in its central London building for the last 20 years.

The staffing structure has not changed significantly since the last inspection, although there have been changes in personnel. A new DoS for general courses and a director for the Platinum courses have been appointed and there have been a number of internal promotions, some initially to provide maternity cover.

In order to maximise room usage the school rents out rooms to clients during the day and the evening.

The inspection lasted three and a half days. Two inspectors worked for the whole inspection and a third inspector, deployed mainly to conduct lesson observations, worked for two days. During the inspection the inspectors met together or separately: the principal, the group sales and marketing director, the DoS and the ADoS for general English courses, the joint acting directors of Platinum courses, the senior teachers with special responsibilities, the senior registrar, the office manager and group accountant, the facilities manager, the accommodation and welfare co-ordinator, the accommodation co-ordinator, the registrars and the staff responsible for organising the leisure programme.

The inspectors observed 43 of the 44 teachers who were teaching on the days of the inspection. Focus groups were held with general English teachers and students and with Platinum course teachers and students. One inspector visited the St Giles on-site residential accommodation, an external residence and two homestays.

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 structure of the school is very clear and outlined on the organogram, on photo galleries and in the student guide. The principal is assisted by an administrative team and separate academic managers for general English courses and executive programmes. Staff are well covered when absent for short or long periods of time. Maternity cover was seen to be operating very effectively at the time of the inspection.
M3 Job descriptions for staff are clear, accurately reflect their duties and are regularly updated.
M4 Communication between the school and the wider St Giles international group is effective and includes regular meetings and training events. Within the school communication is excellent. Regular formal and informal meetings take place between management, administrative and teaching staff. Staff reported that they were kept well informed of school developments. The principal writes an annual report that is circulated to staff.
M7 Inductions are very thorough and include checklists to ensure that all the required information is covered. There

are mechanisms in place to ensure that staff receive ongoing training during their early period of employment. All staff have access to the staff handbook and teachers also have a teacher's guide. Before starting work, teachers can observe classes. A buddy system for teachers supplements the formal channels of support.

M8 Annual appraisals are given to all longer serving staff. Most staff have detailed appraisals to help them reflect on their performance and set professional objectives. All staff are rated by students on leaving questionnaires. Administrative staff are also monitored by mystery shoppers who contact the school with enquiries and bookings. Appropriate measures are taken in the rare cases of unsatisfactory performance.

M9 The school has a well-written and detailed continuing professional development (CPD) policy that outlines the many opportunities for professional development available to administrative and teaching staff. St Giles International organises annual conferences for staff. Senior managers are active in ELT professional associations. Administrative staff have had regular training courses covering a variety of job-related topics. Teachers attend a wide range of in-house teacher development events and external ELT conferences and seminars. The school has a well-established policy of funding diploma qualifications for teachers.

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 The senior registrar leads an enthusiastic team of administrative staff and there are clearly sufficient administrative staff to handle the volume of work efficiently at all times of the year. Staff were praised for their helpfulness in focus groups and in written feedback scores.

M11 Most students enrol through agents, who supply students with the necessary course information. The relevant administrative staff work well with their agency contacts and have received special training so that they are able to advise appropriately students who want to make direct bookings, extend or change courses.

M13 Local and next of kin emergency contact details are collected on the enrolment form and then entered on the database. This information includes the relationship of the contact to the student. Detailed systems are in place to ensure that the relevant staff have easy access to student emergency contact details both inside and outside office hours.

M14 The school's punctuality and attendance policies are explained clearly in the student guide. Student attendance is entered on the database weekly and there are effective systems for following up absences, including escalation reports and oversight by the compliance officer. Any absences of under 18s are followed up immediately.

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

M17 The school reviews its systems, processes and practices in a number of different ways. The school conducts an annual self-assessment exercise and has a development plan. The St Giles Management Project uses various methods to rate the centre and identify areas of improvement. Course reports are written annually and the school uses its various accreditations to help review all aspects of its provision.

M18 The school obtains written feedback from students through a first-week and an extremely detailed exit questionnaire. Student comments and ratings are closely monitored by staff and any action required is taken as soon as possible. The school's feedback from students is reviewed carefully in order to detect trends. Focus groups are held quarterly.

M19 The school regularly seeks and records feedback from staff, who can make comments informally, in meetings,

in appraisals and on the anonymous annual staff survey. A focus group is held with summer only staff. Staff stated that managers were approachable and listened to them. Action taken on the basis of staff comment is recorded.

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

Publicity comprises a group website, a course guide, a Platinum courses brochure, a *course dates and prices* list and social media platforms.
M21 The publicity is well laid out and written in very clear, accurate and accessible English.
M24 In the *course guide* courses are described in terms of the number of lessons per week, not the number of taught hours; the number of taught hours per week for each course is listed at the bottom of the second page in the *course dates and prices* document under the heading 'Teacher-contact time per course'. However, this information is not given in other places in the document, where the number of lessons per week is given.
M25 Costs are clearly stated in the *course dates and prices* document.
M29 Most of the claims to accreditation are appropriate. However, on the website an accommodation agency is described as being 'a British Council approved homestay provider' rather than 'registered with the British Council'.

Management summary

The provision meets the section standard and exceeds it in some respects. The school is well managed and operates to the benefit of its students and staff. Students receive friendly and efficient service from the school's administrative staff. Publicity is accurate and quality assurance systems are excellent. *Staff management*, *Student administration* 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

R1 The premises are adequately sized for the number of students and staff who use them at the busiest time of the year.
R2 Rooms are generally in a good state of repair and decoration as consequence of the school's ongoing programme of maintenance and improvements.
R3 Classrooms are generally appropriately sized for the number of students who use them. Despite some classroom improvements, some classrooms in certain parts of the building have heating and extraneous noise

issues.

R4 Students can use the large café on the first floor, which offers an excellent range of hot and cold meals, and is a popular social meeting place. Executive course students use the well-furnished Platinum lounge on the fourth floor with complimentary drinks. The rooftop terrace offers an attractive eating area in the warmer months of the year. There are also lots of local places serving food within easy walking distance of the school.

R5 The school has excellent displays on noticeboards around the school. Signage is clear, but needs to be updated as several offices have changed location and the digital learning laboratory facility has been discontinued.

R6 The lower ground floor staffroom has been improved by extending the kitchen area. There are lockers for staff on the ground and fourth floors. Platinum course teachers do not have their own staffroom on the fourth floor, where their classrooms are located. They are not allowed to eat their lunch in the comfortable seating area in the lounge, but do so in an empty classroom.

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 Students use coursebooks for approximately 60 per cent of general English lessons. There are well-organised, ample additional resources on which staff can draw to supplement the coursebook. Platinum course materials are customised to meet the needs of specific learners.

R8 Teachers can use an excellent range of supplementary materials, including banks of digital materials and books and magazines in the annex, the staffroom and ELT library and bookshop, available to St Giles teachers as well as teachers from other schools. The school subscribes to a range of professional journals. Materials are clearly allocated for use on different types of classes.

R9 The interactive whiteboards (IWBs) in the classrooms are well maintained with appropriate technical support. All teachers receive training in their first week of employment and they were observed using technology very competently in lessons.

R10 The self-access centre and the library are available for quiet study and self-access work. Resources include extensive online and paper materials. Both facilities are well organised and the self-access centre is open throughout the day, in the evenings and at weekends.

R11 Very good guidance is given on the use of the self-access centre and library through orientation tours, self-study reference guides and workshops. Staff who are available to help learners include a self-study advisor, an academic counsellor, a learning support co-ordinator, a long-stay student co-ordinator and a librarian.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The large school premises are well maintained and the learning resources support and enhance the studies of students. Facilities for students and staff are largely appropriate. *Learning resources* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	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	☐	☒

T1 One teacher does not have a Level 6 qualification. The rationale provided is accepted within the context of this inspection, as the teacher has a Level 5 qualification in a non-ELT related subject, has attended a large number of workshops and seminars, and is studying for a diploma-level teaching qualification.
T2 Most of the teachers have TEFLQ qualifications. One teacher has a TEFL qualification that does not meet the requirements of the Scheme.
T3 The teacher referred to in T2 has completed an initial teacher training course, and has extensive experience and training. The rationale is accepted within the context of this inspection.
T4 All of the senior academic managers have appropriate qualifications with extensive and relevant teaching and management experience. They are well supported by TEFLQ senior teachers.

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

T7 Teachers either teach on general/academic English or Platinum courses. Teachers teach other classes in the fourth lesson of the morning to add variety for all concerned. Morning classes are staggered to avoid congestion in the building during breaks. Platinum classes take place on one floor of the building.
T8 Cover arrangements are thorough. Absent teachers can be covered by teachers who normally teach on similar courses at other times of the day or by academic managers. Cover notes are extensive and ensure that teacher absences do not disrupt student learning.
T9 The school's policies related to continuous enrolment are thorough and well designed. Teachers receive appropriate guidance through the teacher's guide and through in-service sessions. Students receive special lessons during the first morning of their courses to prepare them for their classes. Courses are organised in two-week blocks and each week is a self-contained teaching unit. Weekly plans provided evidence of lessons being tailored to the needs of specific learners in groups.
T10 Teachers are given appropriate guidance and support on all types of courses. Teacher development activities include regular workshops and personalised development groups in which groups of teachers explore topics of common interest using an action research methodology. Teachers also benefit from attendance and participation at external seminars and conferences. The teachers in all focus groups stated that they were well supported by their academic managers.
T11 The school uses a variety of types of observations that meet both developmental and quality control objectives. On the basis of observations, teachers are graded twice a year by academic managers from within the school and from other parts of the St Giles' organisation. Developmental observations, including peer observations, also take place regularly. Observation comments are considered to be constructive and helpful by teachers.

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 General English course design is based on carefully selected coursebooks and student needs analyses. Student needs determine the balance of skills and the main language objectives, as well as topic areas of interest and kinds of classroom activities. Syllabus checklists represent the core language and skills objectives for each level. Examination preparation courses follow the relevant examination syllabuses. Platinum course design is based

on group and individual needs analyses. Teachers receive detailed and appropriate guidance on course design in the teacher guide.

T13 Course design is regularly reviewed in the light of teacher feedback, inspection reports and annual course reports.

T14 Information about the content of courses is available through coursebooks, level syllabuses and weekly course outlines displayed on display boards in classrooms. Teachers write the intended outcomes of lessons on whiteboards.

T15 Courses include a number of mechanisms for helping students learn study and learning strategies to support independent learning. Study tips are included in the student guide and in first-day presentations. Learner strategies form part of all courses and additional advice is given through specific workshops and leaflets in the self-access centre. Displays include advice about a number of learning apps that students might use.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	☐	☒	☒	☒	☐
T18 Monitoring students' progress	☐	☒	☒	☒	
T19 Examination guidance	☐	☒	☒	☒	☐
T20 Assessment criteria	☐	☒	☐	☐	☐
T21 Academic reports	☐	☒	☐	☐	
T22 Information on UK education	☐	☒	☒	☒	☐

Comments

T17 The placement procedures for courses include a language test, a writing task and speaking in pairs. On the basis of placement tests students are assigned to classes at levels linked to the Common European Framework of Reference (CEFR). The needs analyses that students complete inform the programme of studies devised by teachers. Every attention is paid to place students in appropriate classes.

T18 Student progress is very well monitored. Students have progress checks every two weeks and level assessment tests every eight weeks. Value-added reports run by the school help them to calculate the time it takes students to go from one level to the next. Tutorials help students assess their own progress and set learning objectives. Students are also assisted by learning support and long stay student co-ordinators.

T19 Clear information is made available to students regarding the range of exams that they can take. Examination guidance is provided by the ADoS, who advises students on the appropriate exams for them on the basis of pre-entry tests. As the school is aware of the length of time it normally takes students to progress from one level to the next, the advice they give students is appropriate.

T22 Students wishing to enter mainstream UK education receive relevant information and advice. The academic counsellor provides advice in the self-access centre using a number of different resources, including displays, materials and a folder.

Classroom observation record

Number of teachers seen	43
Number of observations	43
Parts of programme(s) observed	General English and exam preparation classes were observed at all levels in the morning and in the afternoon. Platinum group and one-to-one classes were observed.

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	☐	☒	☒	☒	

Criteria	Not met	Met	Strength	See comments	N/a
T27 Classroom management	☐	☒	☒	☒	
T28 Feedback to students	☐	☒	☐	☒	
T29 Evaluating student learning	☐	☒	☐	☒	
T30 Student engagement	☐	☒	☒	☒	

Comments

T23 Teachers demonstrated sound knowledge of the linguistic systems of English. Both written and spoken English were modelled well. Pronunciation of individual words and connected speech was consistently modelled in nearly all lessons observed. Explanations were concise and relevant.

T24 Lesson plans contained full details of individual students including strengths, weaknesses and other factors affecting their performance. Information about learners was seen to be taken into account in the composition of pairs and groups. Teachers were sensitive to students' needs, learning styles and cultural backgrounds in most but not all lessons. In a few instances the extent to which the lesson content was tailored to students' needs was not evident.

T25 Intended learning outcomes were often shared with learners through being written on boards. Lessons were well staged and included relevant warmer activities, controlled practice and freer practice phases.

T26 Teachers competently employed a wide range of appropriate techniques; these included excellent elicitation and prompting and, in almost all cases, good concept checking. Teachers set up and monitored pair and group work effectively.

T27 A good variety of learning resources were well managed. IWBs were used confidently and creatively with good use made of colour and photos to aid student understanding of words. Instructions were clear and generally checked.

T28 Teachers monitored effectively students' use of language during activities. Error correction was consistent and confident in most classes; this included a range of techniques, for example, self, peer and delayed correction.

T29 Some tasks were included in lessons to give students the opportunity to demonstrate that they had achieved the intended learning outcomes. Good reference was made to previous learning and vocabulary was recycled in some of the lessons observed.

T30 The language used in class by teachers was appropriate to the level of students in almost all cases. Teachers knew their students well and nominated appropriately. The pace of lessons was generally very good and students were engaged in all of the lessons observed.

Classroom observation summary

The teaching observed ranged from excellent to satisfactory with most segments observed being either very good or good. Lessons were well planned and were relevant to the needs of learners. Teachers used a good range of techniques and used the learning resources competently. Students were appropriately corrected and were engaged in all the lessons observed. The teaching observed met the requirements of the Scheme.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are generally well qualified and are given excellent support to ensure that their teaching meets the needs of students. Programmes of studies are appropriately designed to help students benefit from their studies. 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	☐	

W1 The measures in place to ensure the safety and security of students on school premises are exemplary. Risk assessments are up to date, and reviewed regularly. Maintenance staff check the building and fire escapes daily. Regular fire drills are carried out and logged meticulously, and all staff receive fire awareness training. First aid provision is excellent. A security guard, on duty from 08.00 to 21.00, monitors the school entrance, visitors sign in and out, and most are given lanyards. A proximity badge system restricts access to parts of the building to those with the required permission. CCTV around the building is monitored overnight by a security company to ensure students in the on-site residence are safe. Students are given comprehensive safety information at induction, and in their handbook. Students aged 16 and 17 are required to sign in on arrival every morning.

W2 The school has a strong ethos of prioritising pastoral care for all its students. The two welfare officers are introduced to students at induction, and they, along with other members of staff, have received in-house training in student welfare issues. All staff are encouraged to be aware of students' potential welfare needs, and pastoral care is part of the focus of the two-weekly tutorials. Students are free to use empty classrooms for prayer/reflection; food in the café is clearly described to facilitate the choices made by students with any needs arising from their religion.

W3 The photos of the two welfare officers are in the student handbook, and on noticeboards around the school and in all classrooms. They are both easily accessible in their ground-floor offices. Further support with any welfare issues is offered by the long-stay student co-ordinator and the learning support co-ordinator.

W4 The school's anti-bullying and harassment policy is in the staff and student handbooks, and on posters around the school. The policy is written in clear language, accessible to all students. The school management is fully engaged with its responsiblities relating to the Prevent strategy: a policy is in place, online and face-to-face training has been provided for all staff, and aspects of the policy are the focus of a session which is part of the induction for new students.

W5 The emergency contact number is shared by administrative staff on a weekly rota, for which a payment is made. All staff receive training and, when on duty, are provided with an information pack, with instructions and all relevant contact details. Calls are logged in detail and reviewed by the principal.

W7 The student handbook is excellent. It contains a wide range of up-to-date, practical information, is expressed in language accessible to all students, and makes effective use of visuals. It is emailed to students. There is clear guidance on who to ask for any further information required.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers a wide range of accommodation options. Standard and superior homestay accommodation is located in zones three, four and five; superior homestay offers larger rooms and the option of a private bathroom. Students can choose breakfast only, or half board. The school also has a small number of private homes on its database. Occasionally, during busy periods, some homestay provision is arranged via an accommodation agency registered with the British Council.

There are several possibilities for residential accommodation. The on-site residence on the top two floors of the school building has 17 rooms and a maximum capacity of 22 students in single and twin rooms, a few of which are ensuite; meals can be taken in the school café and there is also a small kitchen in the residence for students to use.

Somerset Court is a modern residence close to Euston Station, within 15 minutes' walking distance of the school, where the school has 42 single, ensuite rooms arranged in small flats of up to six rooms, each flat with a kitchen. Students live here on a self-catering basis. There is a common room and laundrette on site.

Tufnell House is also a very modern residence, located in north London, a 15-minute tube journey from the school. This option is offered when the on-site residence and Somerset Court are full, and bookings are made via the accommodation agency registered with the British Council. The single, ensuite rooms are arranged in flats, each with a kitchen. There are communal relaxation areas, an on-site gym and laundrette.

All residential accommodation is for students aged 18+ year round. In the summer students aged 16 and 17 on the school's adult courses can choose to live in a London university residence in single rooms with shared bathrooms, and on a half-board basis, with lunch taken in school. The residence is a 15-minute walk from the school and the provision is managed by the director of St Giles junior courses in London.

The school also offers a range of hotel accommodation, all within walking distance of the school.
One inspector visited two homestays providing standard accommodation, the on-site residence and Tufnell House.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☒	☒	☐

Criteria	Not met	Met	Strength	See comments	N/a
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 The two standard homestay providers visited were entirely satisfactory with all the required services in place. Both hosts were welcoming, providing a safe and comfortable home, and clearly interested in the well being of their students. Both houses have Wi-Fi provision. The on-site residence provides good-sized and comfortable rooms, with efficient heating, and bed linen and towels supplied; the kitchen and bathrooms on the fourth floor are very smart. Tufnell House is excellent in every respect, with very good-quality rooms and suitable communal facilities.

W11 The accommodation co-ordinator has been in post for 18 months and is just completing her visits of all homestays on the school database. Hosts are required to supply Gas Safe certificates, where relevant, and undertake fire risk assessments, annually; the school provides a very practical template and guide to support hosts in completing fire risk assessments, and no student is placed in a homestay until the required documents have been received each year.

W12 Accommmodation records sampled contained up-to-date information, including records of visits and checks of safety measures. Each host record contains useful information, including feedback from students to inform subsequent placements. The accommodation co-ordinator checks whether there are any students from other schools in the homestay before confirming booking. The system indicates clearly when re-visits are due.

W14 Feedback is collected from students at the end of their first week, during tutorials, and at the end of their course. There was evidence that any issues are followed up promptly, with follow-up visits if deemed necessary, and action taken recorded. Feedback, both positive and any negative, is passed on to hosts.

W15 Guidance about providing meals is included in the hospitality agreement hosts sign. Both hosts visited were aware of the importance of providing varied and healthy meals, and responding to the likes and dislikes of their students in terms of food. The school café provides a good range of freshly cooked food throughout the day for all students; students living in residential accommodation are offered various meal options when they book.

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

W17 All hosts sign a hospitality agreement with the school which includes very comprehensive information and guidance on hosting students. Both hosts visited were well informed about school rules in relation to student homestay accommodation; they expressed their appreciation of the efficiency of the service and support from school staff.

Accommodation: residential

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

Comments

W22 Weekly cleaning of common areas is undertaken; the residential accommodation visited, including kitchens and bathrooms, was very clean.

W23 Staff trained in first aid are on duty in Tufnell House. The school security guard, on duty until 21.00, is first aid

trained, and practical information about access to emergency medical treatment is available for students living in the on-site residence.

Accommodation: other

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

Comments

W24 The school has a detailed guidance sheet for students interested in finding their own accommodation. The two accommodation co-ordinators are available for further advice and support with, for example, contacting estate agents and scrutinising contracts.

W25 The school has favourable rates at a range of hotels and, on appointment, all administrative staff visit the hotels recommended by the school so that they can handle hotel bookings. Further visits are made annually when agreements with the hotels are updated and agreed. The inspectors stayed in one of the hotels and found it to be very comfortable and convenient.

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 A wide range of up-to-date and practical information about activities and events in London, with a strong focus on local places of interest within walking distance of the school, is displayed on attractive noticeboards around the school and in the school café, where there is also a television screen promoting the school's leisure programme and weekend excursions. A weekly poster is produced and the programme is on the school's website and social media. The two teachers who organise the leisure programme are available every lunchtime in the café to provide advice on travel and assistance with booking tickets; they were seen promoting the school's programme in a very engaging way.

W27 A full and varied leisure programme is offered every week with some imaginative in-school activities, and visits to places of interest in London such as different types of restaurants, and museums, with many activities free of charge. In summer larger scale events are organised weekly including, in 2016, a boat party and summer garden party, attended by large numbers of students and teachers. Teachers are involved in all social events and consideration is given to the needs of long-stay students when drawing up the programme by avoiding repetition of activities. A restaurant meal and a theatre evening are included in the course fees for students on the Platinum course.

W28 There are written activity-specific risk assessments for all on- and off-site activities, with practical guidelines for staff on how to respond to situations where students might be at risk. Staff accompanying activities are required to sign to confirm they have read the risk assessment, and provide any feedback afterwards. Due attention is paid to additional risks 16 and 17 year-old students may face and staff have specific guidance to deal with any such situations.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care and information are very well met. A wide choice of suitable accommodation options is offered to students, and the provision is managed and monitored very efficiently to the benefit of students by the accommodation co-ordinators. The school's weekly leisure programme is full and varied, catering to a wide range of interests. Risk assessments are thorough. *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

Students aged 16–17 are enrolled on adult courses and usually make up about eight per cent of the total school population. At the time of the inspection 36 of the total 373 students were aged under 18, slightly more than usual because of a group of under 18s from Argentina.

C1 There is a clear and comprehensive policy in place covering all aspects of safeguarding, including e-safety, and supported by sample forms and documentation. The policy includes the requirement for safer recruitment checks, and provision for dealing with exceptions. Named members of staff are identified as responsible for the implementation of the policy and for dealing with any allegations.

C2 The policy is made known to staff and students at induction and in their handbooks, and is given to homestay hosts and group leaders, who sign to say they have read it. There is excellent provision for safeguarding training: all staff have undertaken basic online safeguarding; management and other named staff have received advanced and specialist training, additional training on wider aspects of safeguarding, and refresher training when due. Relevant staff have received training in safer recruitment.

C3 There is very clear information, written in accessible language, about the level of care and support provided by the school, including a clear statement of the limits to supervision of 16–17 year-olds on adult courses, in a separate section on the school's website.

C4 All the required aspects of safer recruitment are documented, and followed. All school staff undergo suitability checks. All adults in homestays are checked, although this is not stated explicitly in the safeguarding policy, and references followed up. Group leaders are required to provide an up-to-date police check, and this was confirmed by the group leader in school at the time of the inspection.

C5 Students aged 16 and 17 are required to sign in every day at the school reception. They are clearly identified in registers and any absence is reported within 15 minutes and followed up immediately. There was evidence of this procedure working on the day of the inspection. Attention is paid to the suitability of activities on the leisure programme for 16 and 17 year-olds, and risk assessments take special account of their safety. Staff ratios are appropriate.

C6 Students aged 16 and 17 are generally treated as adults outside class time in the school and outside school hours. Rules are clear and discussed with under 18s at a special meeting with a safeguarding officer at induction, and checked during tutorials. Curfew times are clear and known to hosts and students. A very comprehensive parental consent form is on the website but a shortened version covering travel only was on file for two of the student records checked. Hosts are invited to a school event every year and are updated on their safeguarding responsibilities.

C7 All under 18s who request accommodation are placed in homestays with half board, and have lunch in the school café. In the summer months they can opt to stay in the London university residence, managed by the director of St Giles junior courses. If parents choose to make private accommodation arrangements for their children, they must supply the school with their written permission, together with details of the person the student will be living with, including a declaration that the person hosting the student has been vetted.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. There is excellent provision for the safeguarding of students under the age of 18 in the school, and in the leisure activities and accommodation provided. *Care of under 18s* is an area of strength.