

Organisation name	St Peter's School of English, Canterbury
Inspection date	30 June – 1 July 2015

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 <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited St Peter's School of English, Canterbury in June and July 2015. 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/education/accreditation for details).

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

Strengths were noted in the area of quality assurance.

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

Organisation profile

Inspection history	Dates/details
First inspection	1996
Last full inspection	2011
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1966
Ownership	Private co ownership
Other accreditation/inspection	N/a

Premises profile

Address of main site	4 St. Alphege Lane, Canterbury CT1 2EB
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school occupies a period building in the centre of Canterbury with a secluded 18 th century walled garden at the rear. There are five classrooms, a computer room, a staff room and the office/reception area spread over the ground and first floors. The computer room is sometimes used as a classroom. A student lounge area, café and table tennis/billiards room are on the second floor. The table tennis room is used as a classroom for large groups. There is a sixth classroom in the attic area. The garden contains a marquee, providing further social space year round.

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	14	26
Full-time ELT (15+ hours per week) aged 16–17 years	25	40
Full-time ELT (15+ hours per week) aged under 16	15	20
Part-time ELT aged 18 years and over	1	6
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total of ELT/ESOL students shown above	55	92
Minimum age	15	15
Typical age range	16–30	16–30
Typical length of stay	2 weeks	2 weeks
Predominant nationalities	Italian	Italian
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	3	6
Number on child visitor visas	1	1

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	8
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10-19 hours/week	4	
Number teaching ELT 20 hours and over/week	3	
Total number of administrative/ancillary staff	2	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/ESOL qualification (TEFLQ)	1
Certificate-level ELT/ESOL qualification (TEFLI)	6
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/ESOL qualifications	0
Total	7

These figures exclude the academic manager(s)

Comments

Three of the teachers are on permanent contracts; the remaining four teachers are hourly paid. The TEFLQ teacher started work the day before the inspection.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school accepts groups (minimum age 14) and individuals (minimum age 16). Courses for groups usually consist of general English classes in the morning and a programme of social activities and excursions in the afternoon. Their programme of study is arranged in consultation with the group either before or at the beginning of the course. Individuals can start any Monday and are offered general English classes for 15 hours a week or 21 hours a week. Exam preparation is offered in stand-alone courses. Most individuals study for 15 hours. 'English plus' classes are also offered (including one to one, golf and horse riding) but take up is low, particularly for the sports options.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	10	38
Private home	0	0
Home tuition	0	0
Residential	0	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	5	2
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s		
	15	40
Overall total adults + under 18s	55	

Introduction

St Peter's School is a family-owned business, which was established in 1966. It markets itself as a small, friendly school with small classes in the centre of Canterbury. Between 75 per cent and 80 per cent of all students come in groups, usually for one or two weeks, accompanied by group leaders who are responsible for their students throughout the course. During the inspection there was one group of thirty-two 16–17 year old students from Italy, divided into two classes. They were accompanied by their group leader, who was arranging trips and excursions independently. Also in the school there were five small classes of individual students: the smallest group had two students and the largest had ten.

The inspection took one full day and one half day. Meetings were held with the owner-principal, the director, the director of studies, the accommodation and welfare officer, and the member of staff dealing with client services, such as the leisure programme. Meetings were also held with the teachers and two groups of students (divided into over 18s and under 18s). One inspector visited three homestays.

Management

Legal and statutory regulations

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

Comments

M1 Sampling identified the following issue: academic staff were insufficiently aware of the terms of the CLA licence.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure is clear and cover arrangements for all staff are appropriate.

M4 Communication is very good at both formal and informal levels. There is informal daily contact between the director, the director of studies (DoS), the accommodation and welfare officer and client services officer, who share an office. There are formal monthly management meetings, irregular office staff meetings, and meetings with the teachers every six weeks. The principal has an open-door policy, which is highlighted in the staff handbook. Group leaders are encouraged to discuss issues on a daily basis.

M7 Induction procedures are clear and sufficient, and include health and safety and safeguarding issues.

M8 Permanent staff receive annual appraisals. The process consists of self-evaluation, discussion and an agreed summary. Specific objectives for the individual are not a feature. Not all long-serving temporary staff receive appraisals.

M9 The school has a simple written continuing professional development (CPD) policy statement. CPD consists of opportunities for all staff to attend training and development courses and sessions offsite; teachers are offered funding for further training to enhance their qualifications, but few take up the opportunity; teachers' meetings include a development 'slot' as part of the meeting.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M11 Staff are helpful and friendly. As well as a full-time client services officer, interns are used as support for much of the year. The social organiser is employed in the office at peak times.

M13 Student records are up to date and include next of kin details. Paper-based records of homestay providers, student contact details and group leader details are held offsite out of hours by the owner-principal in case of emergency.

M14 Procedures for monitoring attendance are clear, effective and speedy. Teachers inform the office of any absence before the first break (within the first ten minutes of the class for under 18s) and the school phones the homestay host to investigate. Absent students are spoken to by the school and the reasons for absence discussed. Rules concerning lateness are clear to students and effective. Group leaders ensure that punctuality and attendance rules are rigidly adhered to by the students in their charge.

M15 There is a staged disciplinary procedure outlined in the student handbook and on the noticeboard.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 Systems, processes and practices are reviewed regularly, informally, through meetings, and at appraisal.

M18 Students are asked for feedback in their first week, during tutorials, and at the end of the course. Feedback is analysed and seen by staff.

M19 Staff views are valued. They are sought from permanent staff at appraisal, and short-term temporary staff are given exit questionnaires. A shared office between managers and administrators, and a friendly atmosphere throughout the school, facilitates informal feedback.

M20 The school's complaints policy is clearly indicated in the student handbook and on a noticeboard in the entrance. Group leaders deal with complaints from their students and liaise with school staff where appropriate. The complaints file revealed that complaints were few, made orally, and responded to appropriately.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The school's publicity materials comprise a website, a brochure which has been in existence since 2006 and is rarely used, a separate fees and courses sheet, and social media platforms.

M21 Publicity is clearly written in accessible language. The website has a good balance between the written and visual elements.

M22 The school's publicity is accurate and realistic. However, it was noted that the text provided to the local official tourist website contained some inaccuracies.

M23 Course descriptions are available on the website, where a list of the different components of the course can be found, but a clearer statement of course objectives is needed.

M24 This criterion is met but the number of hours dedicated to horse riding and tennis is not given.

M28 On the website the video commentary describes the teachers as 'long-serving'. This term is accurate for many but not all of the teachers. All other descriptions of the teaching staff are accurate for those currently employed.

M29 The standard Accreditation Scheme marque is used throughout the publicity when some activities described in the publicity, such as horse riding and golf, are not covered by accreditation.

Management summary

The provision meets the section standard and exceeds it in some respects. The management and administration operate effectively to the benefit of students and staff. Communication is very good at formal and informal levels. There are opportunities for the professional development of all staff. Quality assurance procedures work well and the school is constantly reviewing practice based on feedback. Publicity is clear and generally accurate. *Quality assurance* is an area of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises are adequate in size and provide a comfortable environment for students and staff. The walled garden is an attractive feature in a city centre school and allows students extra relaxation space in warmer weather.

R2 The school has invested in security systems recently. Some areas of the school show signs of wear and tear in terms of decoration. However, there is a continuous programme of refurbishment undertaken by the caretaker.

R3 Classrooms are adequate in size and number for the students enrolled. The table-tennis room is used for larger groups. However, this room also provides access to the attic classroom and the café, which is not ideal. Most classrooms are furnished with tables arranged in a horseshoe, which are comfortable for writing tasks and whole-group teaching but are less flexible for small-group teaching. Rooms are well lit and ventilated. The school uses a storage heater system for heating which limits flexibility. Feedback from students indicates that the school can sometimes be too cold or too hot when the weather changes.

R4 There is a café-style lounge area where students can consume food and drink and an additional space with a table tennis table. The school does not prepare food on the premises but baguettes are available to order and hot drinks are available. There is a good choice of appropriate food at affordable prices in the vicinity. The garden with the marquee offers additional social space.

R6 The staffroom has a large central table and is adequate in size for the number of staff (mainly teachers) normally present. However, there is insufficient storage for personal possessions.

Learning resources

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

Comments

R7 Students either buy or borrow their coursebook from the school. Coursebooks and other learning materials are organised appropriately. Teachers are fully involved in the selection process. Resources are set aside for the afternoon classes.

R8 There is a good range of up-to-date resources for teachers organised into categories.

R9 The school is not hi-tech by modern standards. However, Wi-Fi is available, there is a computer room for students and classrooms have a CD player and a DVD player. Technical support is available locally.

R10 There is a list of useful websites in the computer room and students in the focus groups said they found the facility useful. The room also contains a book cupboard behind glass doors but the age of the books and their presentation discourages student use. There is also a small library of readers available in the office which students can borrow.

R12 Coursebooks and supplementary materials are updated regularly in consultation with the teachers.

Resources and environment summary

The provision meets the section standard. The learning resources and environment support the studies of students enrolled with the provider, and offer an appropriate professional environment for staff.

Teaching and learning

Academic staff profile

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

T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Comments

T1 Two teachers did not have a Level 6 qualification. The rationales for their employment were not accepted in the context of this inspection.

T2 The most recent recruit to the teaching staff is TEFLQ. The school is enthusiastic about supporting teachers who wish to pursue their diploma but to date none of the more established teachers (all TEFLI) has seized the opportunity. One teacher is completing a PGCE with the support of the DoS.

T4 The director of the school is TEFLQ and is responsible for academic policy. The DoS is also TEFLQ and has been in post since 2011 and is responsible for day-to-day teaching matters. Both have considerably more than the three years' relevant experience required by Scheme criteria.

Academic management

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

Comments

T6 Classes are shared between two and sometimes three teachers, who meet during breaks or on Friday afternoons to discuss course content and other class issues.

T8 Both the DoS and director are available for emergency cover as neither is timetabled to teach. Planned cover is provided by part-time and freelance teachers.

T9 The school sends out a pre-arrival questionnaire to individually-enrolled students to ascertain their needs. Teachers integrate new students into classes as quickly as possible. Since non-group courses are based on a coursebook the syllabus is to an extent 'fixed', although it can be adapted. Further CPD in this area and a separate section on it in the teachers' handbook would be an advantage.

T10 Teachers are well supported informally and some take the opportunity to attend external workshops and conferences. CPD is integrated into teachers' meetings. Teachers are occasionally encouraged to team teach and peer observation has been tried but neither is currently an integral part of the school's CPD programme.

T11 Currently, established teachers are observed once a year and the process is found useful. New teachers are observed informally in the first week. However, an observation programme of more regular drop-in observations would be an advantage to identify common strengths and weaknesses and help shape the school's CPD programme.

Course design and implementation

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

Comments

T12 The course structure for groups is decided in collaboration with the group and usually a coursebook is not used. In some cases the structure and content are left entirely to the teachers. The general English classes for individual students follow an up-to-date coursebook, which forms the basis of the course. This is supplemented with materials that meet students' needs. The first block in the morning class focuses on structure and function; the second block is more skills focussed and teachers construct their programme from a checklist, which is a list of functional areas, topics and skills areas.

T14 Teachers develop a skeleton weekly plan and post it on the classroom wall. However, there was little evidence that these were used actively with students.

T15 The school has a useful learner training checklist syllabus. There was evidence of it being used by some teachers but use appeared to be minimal. A class-specific learner training syllabus would be an advantage, integrated into the weekly scheme of work.

T16 Some classes, particularly closed-group classes, do some project work which usually involves visiting local places of interest or conducting surveys. Excursions are prepared for in class time. However, students are shown too few ways of how they can use the homestay environment as a means of developing their language skills.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 Independent students are sent a brief pre-arrival questionnaire covering language learning history, learning needs and future plans, which allows for some assessment of their written English.

T18 Progress is monitored through assessment tests and discussed during tutorials every three weeks. Teachers keep an individual self-study plan and an academic tracking report. However, targeting could be more robust to indicate more specific objectives and practical support with suggestions for appropriate materials.

T21 Attendance certificates are provided for group students and achievement certificates to non-group students. Reports are available on request.

T22 The school makes the assumption that none of their students wishes to enter mainstream UK education and does not offer support. However, while this is generally true it is unlikely to be the case for all students, as a discussion with one of the students revealed.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	General English and two closed group lessons

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Planning content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherent and relevant activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers generally showed a good knowledge of English grammar and vocabulary and gave clear models and explanations. In the better lesson segments seen, pronunciation work was good, with word stress and phonemic symbols marked on the board. In the weaker segments, language was taught out of context and models were

unnaturally slow with slightly distorted pronunciation.

T24 Most teachers adapted their language well to the level of the learners without distortion. In the better segments teachers were sensitive to the learners' pace of learning but in general there was little evidence that teachers were adapting lesson content for learners with different abilities.

T25 Planning was generally satisfactory and all plans had appropriate objectives which fitted into overall course aims. Topics were mainly relevant and in the better higher level classes lesson content was challenging and motivating. There was little evidence that learner training formed an integral part of teaching.

T26 Many teachers wrote the lesson 'menu' on the whiteboard. The sequence of activities in most lessons was varied and coherent. The stronger lesson segments observed were well paced and led to relevant learning outcomes and in these lessons, there was a clear sense that students were making progress.

T27 Lessons were mainly static. Classrooms were routinely horseshoe in shape, and most student to student interactions were through closed pair work. Classroom management was satisfactory overall. Instructions were mainly clear, although understanding was rarely checked. In the better lessons the use of the whiteboard was very good; in the weaker lessons the writing was disorganised and too small for students to read easily.

T28 There were examples of good teaching techniques being employed but in general the range of techniques was limited. In the better classes there was good elicitation but generally concept checking was weak and most teachers had a tendency to give definitions for every new word that came up rather than encourage students to use the context to explore meaning or get students to help each other. Error correction and structured feedback were absent from many segments seen but in the better lesson segments correction techniques were helpful.

T29 Generally, students were engaged in the learning activities of the classes observed. In the better segments observed there was a good balance of student and teacher talking time and effective use of pair work and nomination of students to encourage interaction.

T30 In the better segments teachers had a relaxed, encouraging manner and were sensitive to their learners. The atmosphere was positive in all classes and students were engaged in their activities. In the individually-enrolled classes some teachers showed good awareness of cultural and nationality differences; in the monolingual groups the teachers were sensitive to the cultural characteristics of the group.

Classroom observation summary

The teaching observed met the requirements of the Scheme. It ranged from just satisfactory to good, and there were examples of very good practice. The overall standard was good. Teachers generally displayed a good knowledge of English and most teachers gave models of natural English. Planning was generally effective and lesson content was appropriately challenging. Classroom management and the use of resources were mainly satisfactory but in many lesson segments the range of techniques was limited, in particular in the areas of concept checking and correction techniques. In most lessons students were given sufficient talking time. Rapport and classroom atmosphere were good in all lesson segments observed and students were actively engaged.

Teaching and learning summary

The provision meets the section standard. Teachers and academic managers are appropriately professionally qualified and teachers are given sufficient support to enable them to meet the needs of students. Students' progress is monitored well and programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 The school is on a side street close to the centre of Canterbury. There is a door security system with an entry

buzzer, and arrivals are visible from the reception desk. Visitors are asked to sign in and out, and are given information about health and safety and the school's safeguarding policy. There are CCTV cameras around the school, monitored from reception. The garden at the rear is enclosed by a wall and provides a secure area for students. The caretaker is responsible for maintenance of the building and is first aid trained. The DoS and the client services assistant are also first aid trained.

W2 The pastoral care is appropriate for the two different groups of students: young adults (16 years+) and juniors (14–17 years). Students aged 16 and 17 on the adult courses are treated as adults with additional care taken of them in the school.

W3 The safeguarding officer is the accommodation and welfare officer and she is identified to students on arrival and in the student handbook. Photographs of all staff are displayed on walls throughout the school and the focus group of under 18s had no problem identifying who they would talk to if they had a problem.

W5 The emergency contact number is the principal's mobile phone number. The number is on the student card and is provided in email correspondence at enrolment.

W7 The student handbook contains relevant information for students: there are different versions for individuals and groups, reflecting their different needs.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers homestay accommodation only. One inspector visited three homestays: all met the Scheme requirements and provided suitable accommodation for the students. It was clear that all hosts were aware of their responsibilities, including the care of under 18s, and offered a warm welcome to their overseas guests.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The school's homestay code of practice includes details of what hosts are expected to provide for students. The provision was appropriate in all three homestays visited.

W10 All hosts are visited initially by either the accommodation and welfare officer or the client services officer, before students are placed.

W11 All hosts are visited at least once every two years by either the accommodation and welfare officer or the client services officer. This was a point to be addressed at the last inspection but all hosts have been re-visited since 2013 and records have been kept.

W12 The accommodation database includes up-to-date information about the homestay accommodation and hosts, indicating who can accept under 18s, together with a record of visits.

W14 Students are told to use the emergency phone number if they have problems outside office hours. Any problems with accommodation are picked up by the principal, who contacts the accommodation and welfare officer if necessary.

W15 Students in homestay accommodation have bed, breakfast and evening meal with all meals at the weekend. It was clear that hosts took students' preferences and dietary requirements into account when planning meals. Students in groups are provided with a packed lunch, including a baguette. Individual 16 and 17 year olds are offered baguettes, but they may buy their own lunch if they prefer. Students in the focus groups spoke positively about the food provided.

Accommodation: homestay

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

W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W19 This is done on request: agents may ask for two or three students with the same first language to be placed in the same homestay.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

The school does not currently offer residential accommodation.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W25 The school does not offer any other accommodation.

Leisure opportunities

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

Comments

W27 The groups have a specially tailored leisure programme which is negotiated in advance. Individuals are offered a separate programme of activities and excursions, although they may sometimes be invited to join in the group activities. The programme for individual students includes activities such as table tennis, a quiz night and board games in the school, and excursions on Saturdays to places such as London, Cambridge, Oxford and Brighton. The client services officer and assistant adapt the programme according to the numbers and interests of the students.

W28 Risk assessments have been carried out for all activities but these are very general and focus mainly on travel arrangements. They need to be updated to include guidelines for specific activities.

W29 All sports and swimming activities are held in the local sports centre where the staff are appropriately qualified. The school also offers courses which include golf, tennis and horse riding lessons and these are taught by specialist teachers.

Welfare and student services summary

The provision meets the section standard. Pastoral care is sound, and the accommodation provided is suitable. Leisure programmes are tailored to the needs of groups, and a separate programme is offered to individual students. However, risk assessments need to be updated and made more specific for the activities and excursions offered.

Care of under 18s

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

Comments

The school accepts 16 and 17 year olds onto the adult courses. At the time of the inspection there were seven under 18s on the adult programme. In addition, closed group courses are offered year-round for 14–17 year-olds. At the time of the inspection there were 32 Italian students aged 15–17 years studying in two groups.

C1 The safeguarding policy specifies the school's procedures. The designated safeguarding officer is the accommodation and welfare officer, and she is trained to Level 2. The policy is not dated and needs to be as it is reviewed annually.

C2 All staff are trained to Level 1. The policy is made known to all staff, to hosts and group leaders. Visitors are given a leaflet which contains the school's guidelines for safeguarding students.

C5 All staff have completed DBS checks. All the main carers in homestay accommodation are DBS checked if they wish to accept under 18s, and all other adult members of the household are asked to sign a self-declaration form.

C6 Closed group courses include a compulsory leisure programme, and students are supervised by their group leaders together with school staff. Guidelines are provided for supervision, with a stated supervision ratio of 1:15. Individual 16 and 17 year-old students are treated in the same way as over 18s on the adult courses, and this is made clear to parents/guardians on enrolment. They may join in the leisure programme for individuals and also sometimes for the closed groups if this is appropriate. The under 18s are identified to staff, and are not allowed to attend social events such as pub evenings. They are also briefed about issues which particularly affect younger students such as alcohol, smoking and personal safety.

C7 All under 18s are placed in homestay accommodation where safeguarding measures have been carried out. The only exception is where the parents or guardian have made arrangements for a student to stay with relatives or approved family friends. Hosts are made aware of their responsibilities for looking after their young guests and are asked to enforce a curfew of 10.30 pm (unless group leaders have requested a different time).

C8 Parents/guardians and agents are given the school emergency number, and students have it on their student cards. Student contact numbers are obtained at enrolment and these numbers are kept on paper as described in M13.

Care of under 18s summary

The provision meets the section standard. There is appropriate provision for safeguarding under 18s in the school, in the accommodation provided and in the leisure activities.

