

Organisation name	Stamford Academy, Stamford
Inspection date	15 - 16 April 2014

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <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 with a spot check within 12 months to ensure that the *Points to be addressed* relating to the *Care of under 18s* have been acted on, and that weaknesses in publicity have been addressed.

Publishable statement

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

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

The inspection report noted a need for improvement in the area of publicity.

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

Organisation profile

Inspection history	Dates/details
First inspection	October 2009
Last full inspection	October 2009
Subsequent spot check (if applicable)	January 2012, February 2013, May 2013
Subsequent supplementary check (if applicable)	November 2010
Subsequent interim visit (if applicable)	November 2012
Current accreditation status	Accreditation under review
Other related schools / centres /affiliates	N/a
Other related non-accredited activities (in brief) at this centre	Modern language classes

Private Sector

Date of foundation	2005
Ownership	Private limited company
Other accreditation/inspection	N/a

Premises profile

Address of main site	46a High Street, Stamford, Lincolnshire PE9 2DB
Details of any additional sites in use at the time of the inspection <i>(location/normal use of site/when used/number of rooms used)</i>	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Inspectors' note of sites inspected	The school occupies the first floor of a modern two story commercial building overlooking the High Street in the centre of Stamford. There are four classrooms, two WCs and a small kitchen. One of the classrooms also serves as a resource centre and has two computers for students' use. The High Street is pedestrianised so extraneous noise levels are low.

Student profile

	At inspection	In peak week (November) (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
Total ELT/ESOL student numbers (FT + PT)	22	34 (November)
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16-17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	22	34
Part-time ELT aged 16-17 years	0	0
Part-time ELT aged under 16 years	0	0
Minimum age (including closed group or vacation)	14	14
Typical age range	22 to 28	22 to 28
Typical length of stay	9 months	9 months
Predominant nationalities	French, German, Polish, Hungarian, Spanish	French, German, Polish, Hungarian, Spanish
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	0	0
Number on child visitor visas	0	0

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

Academic staff qualifications to teach ELT/ESOL

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/ESOL qualification (TEFLQ)	2
Certificate-level ELT/ESOL qualification (TEFLI)	3
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/ESOL qualifications	
Total	5

These figures include the academic manager(s)

Comments

The two diploma-level teachers shown above include the DoS and one of the teachers.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 part-time year round students, as part of their general English course, are required by New College Stamford to prepare for tests in Functional English Skills. Young learner courses, both for closed groups and open enrolment in the summer, are a relatively small provision, peaking in July with perhaps 15 young learners at one time.

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		
Private home		
Home tuition		
Residential		
Hotel/guesthouse		
Independent self-catering e.g. flats, bedsits, student houses		
Arranged by student/family/guardian		
Staying with own family		
Students own arrangements	22	

Introduction

Stamford Academy is a small family-owned school. The school was established in 2005. The present owners bought it in 2009 and it underwent its first inspection that October. It teaches general English to adults year round, and to juniors in the summer and in closed groups at other times. It also offers some foreign language classes. From September to June most of its English language students are resident in Stamford and the surrounding towns, come mainly from Europe and have jobs in the area. They are usually eligible for funding through a partnership with the local FE college, New College Stamford, for whom the school acts as a sub-contractor. Most of these students attend for nine hours a week, the times and days of their classes determined by their levels. At the time of inspection the school had classes timetabled at three levels: elementary, intermediate and upper intermediate. Private fee-paying students are occasionally recruited and attend for 15 hours a week but none were enrolled at this inspection. The managing director is the school's sole salaried employee; all other members of staff are self-employed.

In July and August the funded courses cease and the school offers vacation courses for adults (18+) and teenagers (14-17). The summer courses provide 18 hours of tuition a week plus activities and excursions. Occasionally, closed groups of under-18s attend at other times, with their courses tailored to their specific requirements. For summer course students and closed groups the school arranges homestay accommodation. Year-round students have usually organised their own accommodation before they enrol.

This inspection took two inspectors one and a half days. They interviewed the managing director, the director of studies (DoS), the assistant director of studies (ADoS), the administration manager, and had meetings with a group of students and the teachers. They observed all the teachers and one inspector visited three homestays the school was going to use for a closed group of young learners at Easter.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M8 Monitoring staff performance	<input 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 of this small family-run school is clear. The managing director runs the business, assisted by a part-time administration manager. The other two directors, who work elsewhere in education, provide support. One is the director of studies: his role is described more fully under T4 in the *Teaching and learning* section. The other provides general support and some help with homestay accommodation and the administration of examinations. A new teacher with an ADoS role has been employed since the end of 2013.

M4 Channels of communication are largely informal but staff confirmed that they were effective. The three directors share a home near Cambridge so there is ongoing discussion between them about the development of the school. Most communication with teachers is by telephone and email, or direct via the managing director, administration manager or ADoS.

M5 All the staff are self-employed and invoice the school each month for the hours they have worked.

M8 The school has a *Professional review and development* (PRAD) policy and procedure which includes twice-yearly appraisals. These have been piloted and the next round is scheduled for June.

M9 The appraisal process includes staff members and the managing director together agreeing a personal development plan.

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 checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	
M15 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 The part-time administration manager has worked at the school for seven years. She is also CELTA qualified and can, when required, teach Dutch. When teaching is taking place at the school, either she or the managing director is present.

M13 Students' own and next of kin contact details are collected on registration. However, there is no proactive system for ensuring that their details are kept up-to-date.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 There is no formalised procedure for reviewing systems, processes and practices, and recording any action taken. Periodically, New College Stamford requires the school to provide a self-assessment report. The last of these was requested for the year 2011/12.

M18 The school asks students to complete an initial and a final questionnaire. The completed forms are seen by relevant staff, and those sampled by the inspectors showed a generally good level of student satisfaction. However, some of the language used in the questionnaires is unnecessarily difficult, the templates do not include a date, the initial questionnaire has no space for students to add their names so they can be identified for follow-up action, and there is no space to record any action taken. The school's management recognises that the questionnaires require development.

M20 There is a complaints procedure explained in the student handbook, but it could usefully be developed to include a stage beyond first talking and then writing to the managing director.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Cost	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M21 The school does not currently have a brochure and most year-round students visit or telephone the school. The English of the school's website is generally accurate but some of the language is unnecessarily difficult for students with limited English. Some of the sentences are unnecessarily long. The information given on the website is not always where a potential student would expect to find it.

M22 Publicity generally raises realistic expectations about the premises, location and the school's services and resources. However, a student might be led to expect a larger school than in fact exists. For instance, "there is a range of class levels" could suggest to a reader more than three.

M23 The website says that the general English course levels are "from Lower-Intermediate through to Advanced" whereas at inspection the school was providing classes at three levels: elementary, intermediate and upper-intermediate.

M24 The information presented on the website does not always exactly match what was found at inspection. For instance, the times of classes and the length of break were slightly different. Non-teaching dates were not clearly set out. The minimum enrolment age for both adults and juniors was not clear to the inspectors at the time of the inspection (but was corrected during its course). The stated maximum class size varied between 10 and 12 depending on what source of information was consulted.

M25 Although most costs were clear and easily understood, the inspectors found it difficult to establish from publicity whether the coursebook or a workbook was included in the course price, and where the approximate costs of any course-related examination fees were presented. The requirements for deposits, payment of fees, and the school's refund policy are presented in difficult language: one sentence extends to nearly 80 words.

M26 The website advertises its accommodation service under the heading 'Homestay and Private Home Accommodation'. No distinction between the two types of provision is made and in fact the school only arranges homestay accommodation.

M27 The school offers a leisure programme in the summer and to closed groups but not to its year-round students. This is made clear in publicity.

M29 The website includes the correct accreditation marque in its footer limiting accreditation to its teaching of English. However, a flash across the screen proclaims "British Council Accredited" with the logo. Although the inspectors pointed this out during the inspection, it was still on the website ten days after the inspection.

Management summary

The provision just meets the section standard. The management of the school operates to the benefit of its students. Its publicity does not seriously misrepresent the school but has a number of weaknesses and is an area in need of improvement.

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 type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

R3 The four classrooms are large enough for the maximum class size. Two are furnished with tables, the other two with seminar chairs.

R4 There is no student common room but a spare classroom is almost always available. At present the school caters almost exclusively for part-time students who arrive in time for their lessons and leave afterwards. The High Street outside offers a choice of food outlets.

R6 There is no dedicated staff-room but there is sufficient space in the school for staff meetings, for instance in one of the classrooms that also serves as the resources room and is equipped with two computers. Teachers can also prepare their lessons and mark work there, and can store their personal possessions in the office. The inspectors agree with previous inspectors that the provision is satisfactory for the present size and scope of the school's operations. However, they pointed out to the owners that the lack of a staff-room needs to be kept under review, especially if more full-time students were to enrol or student numbers were to rise.

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 type="checkbox"/>	

Comments

R7 The school has selected a particular coursebook series for use at its different levels. At present, students are given a workbook and are lent coursebooks from class sets. (Private students are given a coursebook.)

R8 There is a satisfactory stock of up-to-date, relevant course, skills and examination books and supplementary materials. These are well-organised and accessible. Teachers have ready access to printing and photocopying facilities.

R9 Three of the four classrooms have interactive whiteboards (IWBs) in addition to good-size whiteboards. The teachers have had one training session in their use and another is planned. The managing director provides technical support. The school also has CD and DVD players and a large-screen TV.

R10 The school has two computers for students' use and a modest but useful collection of graded readers, the use of which is actively promoted by the teachers. There is no dedicated self-access centre but these resources are available to students in the smallest of the four classrooms, which is not usually used for teaching. Students are also able to take the readers home.

Resources and environment summary

The provision meets the section standard. The school provides appropriate learning resources and an environment which supports the studies of the students enrolled, and offers an appropriate professional environment for the staff.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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"/>

Comments

T1 The recently employed ADoS does not have a Level 6 qualification but a rationale for his employment was provided and accepted in the context of this inspection.

T2 The senior teacher, who has worked for the school for more than eight years, earlier this year completed an MA in Applied Linguistics and ESOL and is now diploma-level qualified.

T4 The DoS, who is one of the owners, is well qualified and experienced. However, inspectors in past visits considered that because he comes to the school on average only three or four times a month, there was inadequate day-to-day support for teachers. At the end of 2013 the school appointed an ADoS to provide more support. He has several years of academic management experience overseas and successfully completed Modules One and Two of the DELTA in 2013. He plans to complete Module Three later this year. In addition to his teaching timetable, the new ADoS is paid for three hours a week of academic management work including support for teachers.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

T8 As well as the administration manager who is CELTA qualified, the school is in contact with several appropriately qualified local teachers to provide cover.

T9 Only one new student has joined since the start of the academic year so continuous enrolment is not currently an issue.

T10 Since joining at the start of the year, the ADoS has helped the teachers introduce and develop the school's new independent learning plans (ILPs) and has held two workshops. He has also introduced an online forum. The teachers commented on the positive effect his appointment had brought to the cohesion and organisation of the teaching.

T11 The DoS observes teachers twice a year and provides written feedback. That sampled by the inspectors was positive and developmental. A system of peer observation has recently been introduced, with the ADoS providing cover for the observing teacher. Teachers are also periodically observed by observers from New College Stamford as part of its quality monitoring of the school. Their reports were seen by the inspectors.

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 type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

T14 Course outlines	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T14 The year-round students currently enrolled are given workbooks but not the coursebook, which is used in lessons and collected in at the end. Teachers produce schemes of work but these are not made available to, or written in language accessible to, students.

T15 Students are encouraged to borrow graded readers and the chosen coursebook includes some study and learning strategies. However, the academic managers recognise that the school's support of independent learning is not systematic and needs to be developed further.

T16 Although there is some attempt to ensure that students can develop their language skills outside the classrooms and benefit linguistically from their stay in the UK, the provision at present is rather ad hoc and under-developed. For instance, the interactive whiteboards (IWBs) are sometimes used to project YouTube clips and teachers sometimes take their classes across the road to explore the local public library. However, the school could usefully exploit the opportunities afforded by this English country town more proactively and systematically to the benefit of its students, including those already settled and working locally.

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 type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T18 Students have regular progress tests with the marks recorded in the class files. In addition, the new ADoS has recently introduced a system of tutorials and individual learning plans (ILPs).

T19 All the long-term funded students are required to sit OCR Functional Skills English Level tests. The school also offers Cambridge PET, FCE and CAE exam preparation.

Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	All

Comments

On the days of the inspection only morning general English lessons were running. Both inspectors separately saw part of a lesson taught by each teacher.

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 checked="" 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 type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	

Comments

T23 All teachers provided good models of spoken, and where appropriate, written English.

T24 Teachers working with the lower level students were able to grade their language effectively both in terms of the overall class, and the needs of individual students.

T25 All the lessons observed had been carefully planned and were relevant to the needs of the students in the class.

T27 The classroom layout and organisation was well managed in relation to the size of the class and the different interactions required by different activities. Resources were well used and all teachers were comfortable using the interactive whiteboards (IWB) both for the presentation of material, and for follow up work. Students were also invited to use the IWB as a natural part of the lesson.

T28 Overall teachers used a variety of techniques to present and practise language and skills. Student contributions were welcomed but were rarely worked with. Many opportunities were missed to help students to reformulate or extend their questions or responses in order to develop their language skills and awareness, and more use could have been made of the students' own experiences as a resource.

T29 In some cases instructions for setting up activities were rushed and not clear to the students. Only isolated examples of checking or clarifying instructions were noted. However, there was a purposeful learning atmosphere and once the activities were under way all students were engaged, and all teachers worked with their students during activities to support and encourage them.

Classroom observation summary

The teaching observed met the requirements of the Scheme. All teachers showed good knowledge of the linguistic systems of English and were able to provide appropriate models of the language. Lessons were planned to meet the needs of the specific students, and led to relevant learning outcomes. The delivery of the classes promoted learning through the effective use of resources and the creation of a positive learning atmosphere. Teaching techniques could be extended to focus on reformulating, extending and developing student contributions, and on ways of giving and checking instructions for setting up activities.

Teaching and learning summary

The provision meets the section standard. The teachers are appropriately qualified and experienced and receive sufficient support to ensure that their teaching meets the needs of their students. The courses are administered effectively and managed for the benefit of the students, and 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 The school premises are well maintained and are covered by a comprehensive risk assessment. Regular fire drills are held, and extinguishers are checked annually. A member of the management or administrative staff is always on site when the students are in class.

W2 Arrangements for pastoral care are appropriate for the student profile at the time of the inspection (part-time, adult, living and often working in the local community). On an individual basis care extends beyond what would be expected, to cover "life skills" support and guidance such as preparing for job interviews.

W6 The arrangements for transport and transfers for closed group courses were checked and found to be satisfactory. All students studying at the time of the inspection had enrolled while already living in Stamford.

Accommodation profile

Comments on the accommodation seen by the inspectors

Only homestay accommodation is offered. At the time of the inspection no students were in accommodation provided by the school. Three homestays from the accommodation register were visited. They were all of a high standard, conveniently located for the school, and the hosts were welcoming and well informed about their prospective students. (A closed group of under 18s was expected during the week following the inspection.)

Accommodation: all types

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

Comments

W9 As noted above, the services and facilities in the three homes visited were of a high standard. Student feedback from previous courses also indicated a high level of satisfaction with the homestay accommodation 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 Homestay is mainly used by students coming in closed groups. In these cases two or more students (with the same first language) are placed with each host, but this is explicitly part of the arrangement between the school and the group organiser/sponsor. The few open enrolment students are always placed either individually or with a student with a different first language.

Accommodation: residential

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

Comments

None.

Accommodation: other

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

Comments

W24 Because of the student profile (see W2) the school does not play a formal role in helping students to find accommodation apart from homestay. However, on an informal, ad-hoc basis, school staff are willing to help students with information and support.

W25 No recommendations are given about specific accommodation apart from homestay.

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 checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Year-round students are given information about events and activities taking place in the local area.

W27 No formal leisure programme is provided for year-round students. Closed groups have a full programme of appropriate excursions and activities.

Welfare and student services summary

The provision meets the section standard. The needs of the students for security, pastoral care, information, and leisure activities are met. Homestay accommodation is of a good standard, and the management of the accommodation systems works to the benefit of students.

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 checked="" 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 type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

C1 A safeguarding policy is in place and is being developed to meet all aspects of Scheme requirements in this area.

C2 Information about the safeguarding policy is disseminated to most stakeholders, but more work is in hand to provide guidance on all aspects of its implementation.

C3 The agreements signed with closed group sponsors make clear the level of care and support provided by the school. Plans are in hand to develop the website to make this information available to parents of prospective open enrolment students but the main focus of work with under 18s is with closed groups.

C5 Most homestay hosts working with under 18s have already been DBS checked and a programme is in place to check the others.

C6 The arrangements in place at the time of the inspection placed a large responsibility on the accompanying group leaders. This is acceptable in the context, but this area may need to be reviewed if open enrolment students are recruited.

Care of under 18s summary

The provision meets the section standard. Several areas in this section are essentially work in progress, but, if carried through, policies and procedures in place or under development will ensure that there is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities

and accommodation provided.
