

Organisation name	Students International Ltd, Melton Mowbray
Inspection date	19–20 August 2015

Section standard	Met	Not met
<b>Management:</b> 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"/>
<b>Resources and environment:</b> 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"/>
<b>Teaching and learning:</b> 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"/>
<b>Welfare and student services:</b> 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. However, evidence must be submitted within six months to demonstrate that weaknesses in student administration and publicity have been addressed.

### Publishable statement

The British Council inspected and accredited Students International Ltd in August 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/accreditation](http://www.britishcouncil.org/education/accreditation) for details).

This small private language school offers courses in general English and other academic subjects for adults (16+), and vacation courses for adults and under 18s.

The inspection report noted a need for improvement in the areas of student administration and publicity.

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

## Organisation profile

Inspection history	Dates/details
First inspection	July 1995
Last full inspection	March 2011
Subsequent spot check (if applicable)	April 2012
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	Guardianship and student visa advice facilities; Joint Council for Qualifications (JCQ) External Examination Centre; Cambridge International Examination centre; bed and breakfast business.
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

### Private sector

Date of foundation	June 1985
Ownership	Students international Ltd
Other accreditation/inspection	ISI

### Premises profile

Address of main site	Tresillian House, 67 Dalby Road, Melton Mowbray, Leicestershire LE13 0BQ
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	<p>Tresillian House is a large detached house set in its own gardens in a residential area on the outskirts of Melton Mowbray. The school occupies all of the ground floor, one classroom on the first floor and a large, newly-built wooden classroom in the gardens, which is also used as a games room and for public examinations. On the ground floor, there are two large classrooms, a room for small group or one-to-one lessons, a reception area that doubles as the director of studies' (DoS) office, the principal's office, the kitchen, the dining-room, the office manager's office, toilets and two small rooms for storing resources and for the photocopier.</p> <p>A terraced area at the back of the house is used for lunch in fine weather. The extensive gardens are used for relaxing and sport.</p>

Student profile	At inspection	In peak week November 2014 (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	2	6
Full-time ELT (15+ hours per week) aged 16–17 years	3	1
Full-time ELT (15+ hours per week) aged under 16	2	0
Part-time ELT aged 18 years and over	2	9
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	2	0
<b>Overall total</b> of ELT/ESOL students shown above	11	16
Minimum age	13	16
Typical age range	15–17	18–23
Typical length of stay	4 weeks	9 months

Predominant nationalities	Saudi, Chinese	Saudi, Polish, Czech
Number on PBS Tier 4 General student visas	1	3
Number on PBS Tier 4 child visas	2	1
Number on student visitor visas	3	2
Number on child visitor visas	1	0

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

### Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	1
Certificate-level ELT/TESOL qualification (TEFLI)	2
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
<b>Total</b>	<b>3</b>

These figures include the academic manager.

Comments
The DoS is included in these figures. He was not teaching during 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" 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
Under 18s are enrolled on summer school courses with adults. During the inspection, the age range of these under 18s was from 13 to 17. Until this summer, roughly 70 per cent of courses were EAP and 30 per cent were general

English. From this summer, the proportion will become 100 per cent general English. One-to-one lessons are offered as add-ons, but not as dedicated one-to-one courses.

### Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
<b>Arranged by provider/agency</b>		
Homestay	0	4
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
<b>Arranged by student/family/guardian</b>		
Staying with own family	1	3
Staying in privately rented rooms/flats	3	0
<b>Overall totals adults/under 18s</b>		
	4	7
<b>Overall total adults + under 18s</b>		11

### Introduction

Students International is a small private language school in Melton Mowbray, Leicestershire. It offers a guardianship service and a student visa advice facility as well as English language courses. It is also a Joint Council for Qualifications (JCQ) external examination centre. The school was initially set up as an international study centre (ISC) and, until early this year, had continued to run as such, but various factors, including recent changes to visa regulations, have led the school to cease running as an ISC. The school had not, however, been inspected as an ISC since 2007, choosing instead to be inspected as a language school only.

It now offers year-round and summer school general English courses, mainly for students intending to go on to further education in the UK, either to university or to secondary school. It also offers IELTS preparation courses at a grammar school in Loughborough for sixth formers whose first language is not English, and general English classes for staff of a local hotel at their place of work. Although the students, most of whom are in their teens or early twenties, come from a range of countries, the majority are from China or Saudi Arabia. Courses take place in the principal's own house, where students have the use of the extensive gardens and are served lunches cooked by the principal herself.

The director of studies (DoS), the accommodation officer and the office manager have been with the school for a number of years and the staff overall is very stable. Since the last full inspection and subsequent spot check, the school has put in place a regular cycle of self-evaluation and review.

The inspection lasted one and a half days, during which the inspectors interviewed the principal, whose duties include welfare, safeguarding and the leisure programme, the DoS and the office manager. As the accommodation officer was away during the inspection, the office manager was interviewed about this area of the school's operation and accompanied one inspector when she visited three homestays. Both teachers were observed twice. Two focus groups were held, one for the two teachers teaching at the time of the inspection and one for students.

### Management

#### Legal and statutory regulations

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

#### Comments

Report expires 31 March 2020

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 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

M4 The size of the school contributes to the effectiveness of communication, as does the friendly, family atmosphere in the school. Regular senior management meetings and teachers' meetings, all of which are minuted, ensure that all staff are kept well informed. Staff and students praised the ease of communication within the school. Communication between the school and homestay hosts was exceptionally good.

M6 Met but references were absent from the majority of staff files.

M8 An effective performance management review procedure includes target setting, dates by which targets should be achieved and suggestions as to how these targets could be achieved. There is no procedure for handling unsatisfactory performance.

M9 The school is committed to the development of all staff. Since the last inspection, several teachers have had their initial TEFL training courses paid for by the school. Teachers have half-day development sessions at the start of each term. All staff recently attended a half-day workshop on dyslexia provided by an external expert.

Safeguarding, first aid and kitchen hygiene courses have also been provided.

### 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 type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Student records	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Conditions and procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

M13 The files holding the paper records of students' local, emergency and next of kin details contain so much documentation relating to each student that it can be difficult to find emergency or next of kin details. When the emergency number holder – the principal – is at home, accessing information outside school hours is relatively straightforward but when she is away, another member of staff would have to come to the school to find this information, as it is not accessible remotely.

M14 Although the policy on student attendance can be found in both the staff and the student handbooks, there is no mention of how the policy is implemented for under 18s. The way in which the policy is implemented clearly works for the school but it is inefficient in that teachers have no quick way of knowing whether student absences are authorised or not. Morning attendance is taken at reception, while afternoon attendance is taken in class and the two are then collated. There is no easily accessible record of student absences and the concomitant warnings sent to the student.

M15 Staff and students are not made aware of the conditions and procedures under which a student may be asked to leave the school.

## 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 checked="" 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 checked="" type="checkbox"/>	
M20 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

M17 Systems, processes and practices are reviewed on a regular basis, with issues discussed at both senior management meetings and whole-staff meetings. A five-year strategic plan is reviewed and adjusted annually. A self-evaluation exercise takes place each year. Inspections are also used as an opportunity to review.  
M18 Initial and end-of-course student feedback is collated and analysed. Staff are informed of relevant feedback.  
M19 Staff complete an annual evaluation form.

## 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 checked="" type="checkbox"/>	<input 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 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 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

The school's publicity comprises a website and a number of small brochures. The website is the chief medium of publicity.

M21 Met but the website text contains a number of errors of spelling, punctuation and grammar. Most of these were corrected during the inspection.

M22 Photographs are not captioned, so that prospective students cannot know which shots are of the school and which are not. The summer school description states that students come from all over the world and that the summer school is 'an international experience'. This claim is not borne out by the evidence. No mention is made of the fact that under 18s will be studying with adults.

M23 Although all the information on courses is provided, it is not always easily accessible.

M24 Met but, although the minimum age is given for individual courses on the website, it is not mentioned under the main headings of English Lessons and English Language.

M25 Met but the costs of some optional aspects of the leisure programme are only available on request. The cost of the IELTS examination is not mentioned.

M26 Information on accommodation can only be found under the heading Guardianship, an area of the website students wishing to study English would not access as it is aimed exclusively at guardianship students.

M29 The Accreditation Scheme marque is used incorrectly on the website home page, lacking the words 'for the teaching of English', despite the fact that the home page includes reference to ineligible activities.

## Management summary

The provision just meets the section standard. Although there is a need for improvement in *Student administration* and *Publicity*, the weaknesses can easily be remedied. Staff are well managed and quality assurance measures are appropriate. The school's care for and interest in its students is evident in all aspects of management,

## 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

R2 Both the house and the gardens are very well maintained. The house and the external classroom are appropriately decorated and spotlessly clean. All areas provide an environment that is conducive to both studies and work.

R3 All three classrooms are well lit and free from extraneous noise. They are furnished in a way that provides for flexibility of layout.

R4 In fine weather, students have the use of the extensive gardens and can play table tennis and pool either outdoors or in the external classroom. The dining-room is used as a common room in wet or cold weather. The lunches provided by the principal are remarkably cheap (or included in course fees). They are both tasty and healthy, making use of vegetables grown in the garden.

R5 Signage is minimal, which is appropriate given the size of the school and the student population. Generous display space is provided in classrooms.

R6 There is no staffroom.

### 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 type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

R9 The provision of laptops for classroom use and the range of other digital technology is generous for a school of this size. Technical support is provided by an off-site engineer who has worked with the school for many years.

R10 There is a small lending library in one of the classrooms.

R12 Teaching and learning resources are discussed at the teachers' meetings that take place at the start of each term. The design of new courses has, of necessity, involved a review of materials and the introduction of new materials.

### Resources and environment summary

The provision meets the section standard. The school environment supports and enhances the studies of students. With the exception of the absence of a staffroom, the school provides an appropriate professional environment for staff. Teaching and learning resources match student and teacher needs.

## 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 type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" 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

T4 The DoS has many years of appropriate experience and is well qualified.

### 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T9 One coursebook unit is covered each week, which helps new students to join classes relatively seamlessly.

T10 The regular and effective professional development programme, including observations and feedback by the DoS, ensures that there is appropriate support and guidance for teachers. This is backed up by the DoS's ready availability and his willingness to give advice and guidance at all times.

T11 Teachers are observed twice a year, including during summer school. The written and oral feedback includes action planning, with suggestions for articles to read and webinars to watch. Teachers spoke highly of the support and guidance the DoS provides through observation.

### 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T12 The curriculum statement provides a very clear description of the course design principles espoused by the school. Each course type has a helpful outline syllabus linked to supplementary resources.

T13 The DoS and the teachers hold regular reviews of course design although this is largely informal. A study skills course is one result of these reviews along with a very low beginners' course, which is currently being written.

T14 The course syllabus is posted in each classroom but there is no document available to students that is written specifically for them.

T15 All year-round students benefit from a study skills course run each afternoon. Study skills are also a focus of tutorials and feature in each class's weekly reflection.

T16 Preparation for and follow-up after trips take place in class and may involve homework. Students are regularly asked how they have used English outside the classroom. They are given advice in their reports on what they might do to improve their English outside the classroom.



### 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 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 checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T18 Part of one lesson each week is given over to a reflection session, during which students write down what they feel they have learned, what they know well and what needs more practice, as well as what they have done outside the classroom. Teachers hold tutorials approximately every five weeks, with target setting. Weekly progress tests help teachers to monitor their students' progress.

T21 Students receive a report at the end of every term, with a grade and a lengthy comment with advice of where and how they can improve their English.

T22 The principal gives students advice on entering mainstream UK education when it is needed.

### Classroom observation record

Number of teachers seen	Two
Number of observations	Four
Parts of programme(s) observed	Morning, general English classes

#### Comments

At the time of the inspection, student numbers were low: only two classes were running, an elementary class and an upper intermediate class.

### Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	
T28 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T23 Teachers displayed a sound knowledge of the linguistic systems of English. They produced accurate models and provided clear explanations.

T24 Teachers used language that was comprehensible to students, with speed of delivery well-adapted to student level.

T25 The excellent class profiles were not followed up by sufficient differentiation to match the varied ages, levels and needs of students. However, in one class, content had been chosen in response to students' requests.

T26 Coherent sequences of activities, largely based on coursebook units, led to relevant learning outcomes.

T28 A range of effective techniques was seen, including elicitation, concept checking, drilling and vocabulary activation. Teachers corrected error appropriately in most cases.

T29 Students were engaged at all times. Teachers used praise, humour, voice and pace well to hold student's attention. Frequent nomination and a good spread of attention were highlights of lessons. However, at times, the teacher talked too much and occasionally students were not given sufficient time to prepare answers.

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T30 The learning atmosphere was always good. Although differentiation in terms of age and level was only partial, teachers clearly knew and treated their students as individuals.

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### Classroom observation summary

The teaching observed met the requirements of the Scheme. It ranged from good to satisfactory, with the majority good. Despite weaknesses in differentiation, planning was generally sound. Linguistic knowledge was good and a wide range of effective techniques were employed. Students were clearly learning in a positive and encouraging atmosphere.

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### Teaching and learning summary

The provision meets the section standard. The teaching observed met the requirements of the Scheme. The teachers and the academic manager have appropriate qualifications. Guidance and support for teachers is appropriate and effective. Programmes of learning are managed for the benefit of students.

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## 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 checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input checked="" type="checkbox"/>	<input 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 house and gardens are monitored by CCTV cameras. The front door is left open, but is visible from the main office and opens into the staffed reception area. The homestays are all very local, most within walking distance. The accommodation officer carries out a full risk assessment of the homes when she visits. Fire drills are carried out each term and during the summer school. There are two bedrooms available for bed and breakfast guests, who do not use the downstairs area. However, the risk assessment of the premises does not take account of this provision.

W2 Students receive a high level of pastoral care from all staff and homestays. The homestay hosts liaise closely with the school about their students and exchange information about any incidents or illnesses. The regular tutorials with the teachers have a pastoral element. Lunches are taken together in a family-style dining room and the meals cater for different tastes and dietary needs.

W3 The director is the welfare officer and students feel comfortable approaching her or any staff member if they have a personal problem.

W4 The policy and procedures for dealing with bullying and abusive behaviour are described in the staff and student handbooks. However, the policy and procedures are not written in language that is accessible to younger students or those with a lower level of English.

W5 The director holds the emergency phone at all times. When she is travelling overseas on marketing trips she is occasionally unobtainable and there is no procedure for providing an alternative contact at these times.

W7 All the necessary and relevant information is clearly presented during induction and can also be found in the student handbook.

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### Accommodation profile

#### Comments on the accommodation seen by the inspectors

The inspector visited three homestays all of whom host students under 18. They were located very close to the school. The hosts are experienced in hosting both short-stay students at the school and students placed with them on the guardianship scheme. All three homes provided a very comfortable and caring environment.

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**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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 type="checkbox"/>	<input type="checkbox"/>

**Comments**

W9 The student bedrooms and all shared areas are clean and well maintained. The facilities and services are suitable and appropriate.

W10 On a first inspection the accommodation officer completes a checklist of requirements that includes safety checks and risk assessments. Homestay hosts are told about the need for gas safe certificates and this is checked and a record kept. Although checks are made on fire safety measures during the initial visit, it is not a requirement that homestay hosts carry out a full fire risk assessment.

W11 The re-visits are conducted annually. During these visits, information and risk assessments are updated and hosts are required to produce a renewed gas safe certificate when necessary.

W12 All records are kept in hard copy in a series of folders. Records of visits and of gas checks are filed separately from homestay details and applications. Although these are kept up-to-date by the accommodation officer, in her absence it can be time-consuming for someone not familiar with the system to access specific information.

W13 Information is updated annually during the re-visit and whenever the school is informed of any changes.

W14 Students are asked about their accommodation on the initial written feedback form. There is no systematic procedure for recording any actions that have been taken when a problem or issue has been identified although details are usually recorded in the incident or day book.

**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 checked="" type="checkbox"/>	<input checked="" 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 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**

W17 The homestay handbook and other documentation presents all the necessary information as well as giving very useful advice and guidance.

**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 type="checkbox"/>	<input checked="" type="checkbox"/>

**Comments**

W24 If adult students are already in their own accommodation or wish to move into privately rented accommodation, advice is given verbally and support offered.

**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 The summer programme offers one half-day activity or excursion and one full-day excursion a week. Horse riding, golf and tennis coaching can also be arranged on an individual basis. A leisure programme is not offered on the year-round courses, but students are given information about local events and places to visit and they are assisted in making their own arrangements.

W27 The summer programme is well organised and events are accompanied by an appropriate number of staff.

**Welfare and student services summary**

The provision meets the section standard. The needs of students for security, pastoral care, information and leisure activities are met. The accommodation provided is suitable and 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Suitability checks	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>

**Comments**

During the inspection there were seven students under 18 attending lessons, aged from 13 to 17. Because of the low numbers on the summer programme, they were being taught in mixed-age classes. Year round the minimum age is 16.

C1 There is a comprehensive safeguarding policy with appropriate procedures. The policy covers and includes all the necessary items. The director is named as the person responsible for its implementation

C2 All adults are made aware of the policy. External basic awareness training has been provided for all staff. The director and one of the teachers have had Specialist training and they are also qualified to train others in basic awareness. Training sessions at the school are planned for all homestay hosts.

C3 The information on the website gives basic information about what is included in the summer programme and the year-round courses. However, it does not give information about the pastoral care available for under 18s, nor is it made clear that they will be studying in classes and sharing the school facilities with adults.

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C4 The school very rarely needs to recruit new staff or homestays, but applicants are informed of items in this criterion during their interview.

C6 The inclusive leisure programme is designed to suit the interests of the students and adequate supervision is in place for these activities and excursions. Students are given written rules about where and how they can spend any free time. .

C7 Many of the homestay hosts also look after students on the guardianship scheme and, although they may liaise with the school, hosts, rather than the school, set their own rules, including curfews, to suit the student and the location of the homestay. All other points in this criterion are met.

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#### **Care of under 18s summary**

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The provision meets the section standard. There is an appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided.

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