

Organisation name	TEG Birmingham (extension of TEG Portsmouth)
Inspection date	8 November 2019
Current accreditation status	Not accredited
Reason for spot check	Signalled: spot check before granting extension of accreditation

### Recommendation

We recommend extension of the accreditation of TEG Portsmouth to include TEG Birmingham pending a full inspection of the provision once the school has been open 12 months.

### Changes to the summary statement

The summary statement for TEG Portsmouth can be updated to include TEG Birmingham and the date of this inspection. No other changes need to be made to the summary statement, apart from updating the reference to adults (16+).

The need for improvement in the area of academic staff profile does not apply to TEG Birmingham; the strengths in student administration and premises and facilities do.

### New summary statement

The British Council inspected and accredited TEG Portsmouth in August 2016 and November 2019 (TEG Birmingham). 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 private language school offers courses in general English for adults (18+) and young people (16+) and for closed groups of under 18s, and vacation courses for under 18s.

The inspection report noted a need for improvement in the area of academic staff profile.

Strengths were noted in the areas of student administration and premises and facilities.

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

### Organisation profile

Inspection history	Dates/details
First inspection	2008 (Portsmouth Language College)
Last full inspection	2016 (Portsmouth Language College)
Subsequent spot check(s) (if applicable)	N/a
Subsequent supplementary check(s) (if applicable)	N/a
Subsequent interim visit(s) (if applicable)	N/a
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	TEG Southampton, Bristol, Cardiff
Other related non-accredited schools/centres/affiliates	N/a

Student and staff profile	At inspection	In peak week: November
Total ELT/ESOL student numbers (FT + PT)	37	37
Minimum age (including closed group or vacation)	16	16

Typical age range	20–30	20–30
Typical length of stay	6 weeks	6 weeks
Predominant nationalities	Spanish, French, Turkish	Spanish, French, Turkish
Total number of teachers on eligible ELT courses	5	5
Total number of managers including academic	2	2
Total number of administrative/ancillary staff	1	1

### Premises profile

Address of main site	Grosvenor House, 97 Broad Street, Birmingham B15 1AU
Additional sites in use	N/a
Additional sites not in use	N/a
Sites inspected	Grosvenor House

### Introduction

TEG Birmingham is the most recently established of five schools which form the Tompkins Educational Group. The first school was started by the principal/owner in Portsmouth in 2007, and new schools subsequently opened in Southampton and Bristol. These were followed by TEG Cardiff which had its first full inspection in 2018 following an initial spot check in 2017 as an extension of the Bristol accreditation.

### Background

In the summer of 2019, TEG requested that the Birmingham School be considered an extension of the existing accreditation of TEG Portsmouth. This was discussed at an ASAC meeting alongside a spot check report for TEG Cardiff. As the Birmingham school had already opened, the committee recommended the current spot check should be carried out before granting any further extension of accreditation within TEG. The spot check should include a review of the management structure for all schools across the group and an assessment of M2 (objectives and plans for the future of the organisation) at group and school level as this has been 'not met' in all inspections since its introduction in 2018.

### Preparation

The inspector received documentation before the visit and checked the website and social media sites. The date of the visit was not known by the school.

### Programme and persons present

The inspector arrived at 10.00 and left at 16.30. Meetings were held with the office manager (OM) and the director of studies (DOS). Two classes were visited for about ten minutes each and documentation was examined.

### Findings

#### Management

The group's senior managers (principal/owner, registrar and vice principal) are all based in the Portsmouth school and the two managers responsible for sales and marketing are in Bristol while the course development manager is at the Southampton school; they have matrix responsibility for the other schools in the group. They are in frequent contact with staff in the schools by email, messaging application and in person; the principal/owner, for example, visits Birmingham every two weeks.

Each school has a director of studies (DOS), an assistant DOS and an office manager (OM) to whom one or two administrative assistants (AA) report. The OMs and AAs have, among other things, responsibility for student welfare and the social programme. One or two staff per school (a total of eight across the group) have advanced or specialist safeguarding training and are the designated safeguarding leads (DSL) or persons in the schools. The DOSs and OMs are supported by a senior DOS and senior OM respectively.

The document outlining the organisation's goals and values is now more adequate than it was in previous inspections of schools in the group and is more available to staff; it is posted on noticeboards and is included in the staff handbook.

Management systems in Birmingham were satisfactory though second references had not been obtained for two teachers. Both had recently been employed and it was evident that referees had been contacted but had not yet responded. Student administration and publicity are in line with practice at the Portsmouth school.

### Teaching and learning

Teachers are all TEFLI. All but one have a Level 6 qualification; a rationale was submitted for this person and was accepted within the context of the spot check. The DOS and ADOS are both TEFLQ. Two of the three classes being held on the day of the visit were observed briefly.

### Welfare and student services

A full fire risk assessment had been carried out for the Birmingham school.

### Safeguarding under 18s

The safeguarding policy is satisfactory and lists the DSLs in each of the schools. The specification of the responsibilities for these varies in length for no apparent reason; however, key duties are always included. Arrangements for 16 and 17 year-olds within the Birmingham school are satisfactory.

### Premises and resources (Birmingham only)

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Strength

### Comments

TEG Birmingham is housed in a modern building set back from one of the main roads in the city centre. It has eight classrooms, a staffroom, a student area and a reception area/administrative office.

P1 The school is in an excellent state of repair and is clean and well decorated. It provides a very comfortable environment for students and staff.

P2 Classrooms are spacious, well lit, very quiet and well equipped; they provide an excellent study environment.

P3 There is a comfortably furnished student area for students where they can prepare hot and cold drinks free of charge.

P5 Signage is very clear and helpful. Wall displays have well-chosen information displayed to best effect.

P6 The staffroom is very large and has ample space for teachers; it has a small kitchen area that they can use.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

### Action taken on points to be addressed

Not applicable – this was the first inspection of this site.

## **Conclusions**

The management structure is clear and consistent across the group. Communications between senior managers and the schools are good. The group now has a more developed strategic plan that is shared with staff. Service levels at the Birmingham school are at least satisfactory.

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