

Organisation name	Tti School of English, London
Inspection date	15–16 November 2016

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Tti School of English in November 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (16+).

Strengths were noted in the areas of staff management, premises and facilities, academic management, learner management, care of students and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	2004
Last full inspection	2012
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1999
Ownership	Tti School of English Ltd Company no: 3666895
Other accreditation/inspection	N/a

Premises profile

Address of main site	148–150 Camden High St. London NW1 0NE
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 – A second site was in use until August 2016, but this is no longer the case.
Profile of sites visited	The school is situated in Camden High Street, close to the underground station. It is situated above a commercial building and is on three floors. On the first floor there is a reception, the main office for the principal and registrars, the student lounge and coffee bar. The exit to the roof terrace is on the stairs to the second floor. On the second floor there are toilets, three classrooms, the dedicated 30+ student lounge and the sales and marketing office. The teachers' room is on the third floor, together with the director of studies' office, a staff toilet and three further classrooms.

Student profile

	At inspection	In peak week: August (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	77	127
Full-time ELT (15+ hours per week) aged 16–17 years	0	18
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	13	15
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	90	160
Minimum age	18	16
Typical age range	18–40	16–40
Typical length of stay	6	2
Predominant nationalities	Italian, French, Japanese	Japanese, Italian, Swiss, German
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	17	24

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	15
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	1	
Number teaching ELT 20 hours and over/week	7	
Total number of administrative/ancillary staff	6	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Certificate-level ELT/TESOL qualification (TEFLI)	6
Holding specialist qualifications only (specify)	N/a
YL initiated	N/a
Qualified teacher status only (QTS)	N/a
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	N/a
Total	8

These figures exclude the academic manager(s)

Comments
None.

Course profile

Eligible activities	Year round		Vacation		Other – N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 school offers four teaching blocks during the day (general English, option 1, option 2 and general English), examination courses, and part-time evening courses. This offers a wide range of possible programmes to students. The morning general English course offers students 12.5 hours a week, the option classes are 50 minutes in length (4.2 hours a week), and the afternoon general English is 8.4 hours a week. Examination and 30+ courses are 16.7 hours a week. Examination preparation is also offered as an option. Other option classes include skills, grammar, vocabulary and business English.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	5	0
Private home	0	0
Home tuition	0	0
Residential	12	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	12	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	61	0
Overall totals adults/under 18s	90	0
Overall total adults + under 18s	90	

Introduction

The school was founded in 1999 by the two co-owners/directors. Since the last inspection a new director of studies (DoS) and principal have been appointed. The DoS started in early 2015 and the principal in mid 2015. The two registrars have also joined the school since the last inspection. The directors remain involved in the work of the school but the day-to-day management is delegated to the principal and the DoS.

The overall programme of courses remains the same, though a new 30+ course has been introduced. Students may start on any Monday, except on some specific exam preparation courses.

The inspection lasted for one and a half days, and an evening when evening classes were observed. Meetings were held with the two owners/directors, the principal, the DoS, the two registrars, the sales and marketing director and the social programme organiser. Focus groups were held with the teachers and students, and all the teachers were observed. One inspector visited three types of the residential accommodation.

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 checked="" 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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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

M2 There is a clear organogram, which is documented in the staff handbook, and continuity is ensured at all times.
M3 The duties of all the staff are specified in clear job descriptions or other documentation. Currently safeguarding responsibilities are not included in the relevant job descriptions, but all staff are made aware of those responsible through the safeguarding policy.

M4 Communication within the school works very well on both a formal and informal level. There are weekly meetings for the administrative and academic staff, which are minuted. The DoS and the principal, the sales and marketing executive and the principal, and the senior managers meet regularly. A whole school meeting is held twice a year. The teachers in the focus group spoke very positively about communication within the school and felt extremely well informed.

M5 The school uses an external professional HR company to ensure that all employment law matters are in place.

M7 Induction procedures are thorough and well documented. There are induction checklists and the process includes shadowing for administrative staff and a programme of observations for less experienced academic staff. All new staff complete a quiz on policies and procedures during their first week.

M8 All staff have an annual appraisal where targets are set. These are followed by a mid-year review to assess progress. The appraisal system is designed to encourage a 180-degree feedback to provide managers with a perspective on their own performance. Student feedback also forms an essential part of staff monitoring as students are asked to comment on individual staff members. Procedures are in place for handling unsatisfactory performance and evidence was seen by inspectors of the process.

M9 There is a strong commitment to professional development for all staff. Opportunities are available to attend external training events and undertake online training. Recent training includes safer recruitment, employment law, customer service and online marketing. Two teachers are being part-sponsored to complete a diploma level qualification.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M11 Clear evidence was seen that students are provided with detailed information and helpful advice on their courses both before arrival and during their stay.

M13 Records of local and next of kin contact details are checked on arrival and are accessible at all times to the relevant staff. Notices in each classroom ask students to update the office of any changes, and students can also update their details on the school's e-learning site.

Quality assurance

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

Comments

M18 There are ample opportunities for students to provide feedback, including initial and end-of-course questionnaires, regular tutorials with teachers and tutorials with the DoS for long-stay students (15 weeks +). Student focus groups are held in response to specific issues raised. Feedback is analysed, informs reviews of services offered and is circulated to all relevant staff.

M19 Feedback is obtained from staff twice a year through an online questionnaire. Staff are also able to provide feedback at appraisals and at the weekly staff meetings. Exit interviews are carried out with long-serving staff members. Action taken is recorded and the teachers in the focus group commented favourably on the responses of managers.

M20 Though students are made aware of the complaints policy at induction, it is written in language that is inaccessible to lower level students. The complaints policy was re-written in accessible language during the inspection. All complaints are recorded together with action taken.

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

Comments

The publicity consists of a colour brochure and a website. The website is considered the principal medium of publicity.

M21 The language is accurate, but the sentence length and complexity of the language are not always appropriate to non-native speakers.

M22 The website gives a clear picture of the facilities and services available in the school. In the brochure, reference is made to the school achieving 'centre of excellence' status without an explanation of where this originated.

M24 Accurate information is provided. However, the minimum age is in the section on frequently asked questions and in the terms and conditions, and therefore is not easy to find, particularly on the website. There is contradictory information on the website on the maximum class size for the 30+ course.

M28 Reference is made in the brochure to 'well-qualified teachers', and on the website under the 30+ course to 'our highly-qualified teachers'. This did not reflect the academic staff profile during the inspection.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the school operates to the benefit of its students, induction procedures are thorough, staff are very well monitored and there are good opportunities professional development. Feedback from both staff and students is regularly sought and responded to. Publicity is generally accurate, but the language is not always accessible. *Staff management* is an area of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 areas and food	<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 type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The premises provide a comfortable environment for students and staff. The space has been very effectively used to ensure that staff are readily available to students. There is ample relaxation space for students.
R2 The premises are very well presented and are thoughtfully and attractively decorated throughout with art work.
R3 Some classrooms are not large enough for the maximum class size of 15. However, these are generally used for smaller groups.
R4 There is a comfortable, well-equipped and well-presented student lounge, which is used for self-study and relaxation. Hot and cold drinks are provided all day in the adjacent coffee room. A well-maintained roof terrace is also available to students.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<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 type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R7 Resources are appropriate to the level, length and type of courses offered. Specific materials are set aside for option classes.
R8 There is an adequate range of appropriate, up-to-date materials and resources for teachers, including online resources that the school subscribes to. Resources are accessible, and appropriately maintained.
R10 Self-access resources are based in the student lounge and all students have access to the e-learning portal, which provides a wide range of materials to meet individual learning needs. The portal is accessible from any computer in the school, as well as on the students' own devices, and is available to students for a year after their course ends.
R11 Students are introduced to the e-learning portal at induction; it is used weekly in class time and for homework to ensure familiarity.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises offer a comfortable and very well-presented environment with good relaxation facilities for students. The resources enhance the studies of the students enrolled with the provider. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

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

T1 One teacher did not have a Level 6 qualification, but the rationale was accepted within the context of this inspection. The teacher had completed two years of a Level 6 qualification, and had undertaken language studies overseas.

T4 The academic manager holds a diploma-level qualification and an additional qualification in ELT management, and has a wide range of relevant experience. The year-round teacher who acts as senior teacher in the summer is also TEFL qualified and experienced.

Academic management

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

T6 There is a policy to develop teachers' skills by rotating classes every eight weeks. Teachers are consulted as to their preferences and careful support is provided for teachers working on courses with which they are unfamiliar. This includes peer observations and, where practical, team teaching.

T9 General English classes are based on a weekly scheme of work, which is negotiated with the class on the day that new students join the course. Systems are in place, through tutorials and study plans, to provide structure and a sense of progression for long-stay students.

T10 Development sessions are held once a month year round and twice a month during the summer. The DoS, in collaboration with the teachers, draws up the programme, which is linked to appraisals and observations, and teachers are encouraged to present sessions. Opportunities are available to attend outside workshops. Peer observations are supported and encouraged.

T11 New teachers are observed within their first two weeks and individual support is provided for less experienced teachers on lesson planning and writing weekly schemes of work. Two formal observations take place each year and evidence was seen of principled and constructive feedback, which feeds into the appraisal process.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

T12 The general English course design is focused on addressing the needs of students on a week-by-week basis. Courses are not based on a specific coursebook but on materials selected by the teacher from a range of resources, which includes materials created by the teachers. There is a syllabus for each level specifying areas that might be covered. Written guidelines are provided for option classes and examination courses.

T14 Written weekly schemes of work are negotiated with the students and monitored by the DoS. These are displayed in the classroom and include intended learning outcomes. However, presentation and language could be made more accessible to students.

T15 Study and learning strategies are developed in class and are supported by the school's e-learning portal, which is used for setting homework and for devising a study plan with the aid of teachers.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
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T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T17 All students complete a multiple-choice grammar test before they arrive, which is complemented by a speaking test with the DoS on their first day. Students wishing to join an examination course complete a relevant pre-course examination test and have an online interview with the DoS. In addition to the grammar test, students on the 30+ course complete a needs analysis before arrival.

T18 There are tutorials every six weeks, which are conducted by the teachers, with the outcomes being recorded on the student's page on the e-learning portal, and feeding into the student's study plan. Long-stay students have their tutorials with the DoS who helps them to set targets and maintain motivation.

T19 Information is readily available and is also provided to students through the school's social media. During the online interview with students interested in enrolling on examination courses, the DoS provides guidance on the examination best suited to the student's needs.

Classroom observation record

Number of teachers seen	8
Number of observations	10
Parts of programme(s) observed	General English, examination preparation, option classes, one-to-one.

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers generally demonstrated a sound knowledge of the use of English. Evidence was seen of good written models which included the indication of parts of speech, word stress, the use of phonemic script and colour differentiation for grammatical forms. Occasionally teachers did not provide accurate spoken models.

T24 Class profiles were good, clearly indicating that the teacher knew the students well. In the lesson segments observed, student learning needs were generally taken into account.

T25 Lessons aims were provided and were often expressed as learning outcomes. There was a good range of activities which were clearly linked, but on occasion teachers did not give students sufficient time to process, repeat and practise.

T26 An appropriate range of teaching techniques was in evidence, including purposeful eliciting, pronunciation drilling for the whole class and individual students, and some concept questions.

T27 Students were clearly comfortable with pair and group work, which was well organised by the teachers. Whiteboards were well presented and effective use was made of colour to highlight linguistic points. The presentation of photocopies was generally of a good standard.

T28 Feedback in the majority of lesson segments observed was not addressed effectively, monitoring appeared to lack purpose, opportunities for correction were missed, and sometimes incorrect answers were accepted.

T29 Students were encouraged to use the new language acquired in the lesson in a variety of ways and to extend their knowledge within word families and topic groups.

T30 There was effective personalisation, nomination, and a good balance of student and teacher talking time. Teachers were unfailingly courteous, kind and interested in their students. The atmosphere in all classes was purposeful, positive and rapport was very good.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from satisfactory to good, with the majority of lesson segments observed being satisfactory. Teachers generally demonstrated a sound knowledge of the linguistic systems and demonstrated good awareness of their students' learning needs. Classes and resources were appropriately managed. Feedback was often not addressed effectively. The learning atmosphere in all the lesson segments observed was both purposeful and positive.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers are appropriately qualified and are given good support through effective academic management and appropriate course design to ensure that their teaching meets the needs of their students. Placement procedures are effective, student progress is well monitored and useful advice is readily available on examinations. The teaching observed met the requirements of the Scheme. *Academic management* and *Learner management* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 The entrance to the school leads on to a very busy London high street. CCTV cameras are directed on the front door and staff are alerted to visitors arriving by a loud bell. The principal and other staff members have been trained as fire marshals. There are trained first aiders on site. There are fire drills twice a year. A major incident procedure is in place. Risk assessments for the building are in place and kept up to date. Induction procedures for both students and staff include health and safety matters.

W2 All staff are committed to the welfare of the students and students are informed early on that all staff members are able and willing to help in case of problems or anxieties. Staff work very closely together and are mutually supportive in ensuring that the best advice and help is provided. A room can be put aside for private prayer if requested.

W3 There is no dedicated welfare post in the school. The DoS and senior registrar are the school's safeguarding managers. For all other welfare matters staff are aware of their duty of care towards all students and it is clear that they make every effort to make students feel welcome and know that they are there to help and advise at all times. Students in the focus group commented that the staff were all very friendly, approachable and that they knew all the students' names.

W4 All school policies, including the bullying and harassment policy, are available to download on the website. This policy is also referred to during the induction procedures.

W5 Students are provided with an emergency telephone number. School staff share the emergency telephone on a rota basis. Staff in charge of the emergency telephone at weekends are provided with an emergency pack with all the essential information they would need to help a student in difficulties.

W6 Younger students are strongly advised to take advantage of the school's well tried and tested transfer provision. W7 Students receive appropriate information and advice via pre-arrival information, the well-designed and

welcoming induction presentations, the student handbook, which has a wealth of information, and all aspects of this criterion are included. The handbook provides all the necessary information students need initially for a comfortable and safe stay in the school and in the UK. The information in the student handbook would be more accessible to students at all levels of English if the language were simpler in some sections.

W8 The information about rights to medical services, including dental treatment, is very thorough.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers a very good choice of flexible accommodation which can cater for individual preferences. The school no longer has its own register of homestay providers. Homestay accommodation is arranged by an accommodation agency registered with the British Council and based in the centre of London. The school leases and manages two large student flats with six bedrooms each. These flats are very close to the school. The two other types of residential accommodation available year round are also within easy reach of the school. During the summer months the school uses two halls of residences normally reserved for university students. The range of facilities available in the different types of residential accommodation varies, but the cost of the accommodation reflects this.

No homestay providers were visited. However, documentation from the agency used by the school, including guidelines and handbooks sent to homestay providers, were examined. One of the school-managed student flats and two of the student residences in use were visited.

Accommodation: all types

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

Comments

W9 The standard of accommodation including décor, cleaning, provision of equipment and laundry arrangements in the accommodation visited was very good. The two student residences have good security systems in place. In one of the residences the rooms are self-contained, being not only ensuite but also having full, cleverly positioned kitchen equipment in place. This residence has a comfortable lounge with a modestly priced cafeteria. In the other residence, kitchens and bath/shower rooms are shared. There are no social areas in this residence. Laundry arrangements are good in both. The student flat visited has a well-equipped kitchen, shared bathroom and brightly furnished bedrooms. A warden, employed by the school, looks after both flats and is available to assist students.

W10 All hosts are visited by agency-trained assessors before being placed on the agency's register.

W11 Formal revisits take place at least every two years and hosts can expect unannounced drop-in visits.

W13 The agency provides the school with host profiles and detailed information about travel to and from the school. This is then passed on by the school to students before they leave home.

W14 The relationship between school staff and the accommodation agency is clearly very good. There was evidence that the agency responded very quickly to even minor problems. If a student had a more serious complaint against a host (and there were very few), the agency finds a new host immediately and without quibble. All complaints or problems, however minor, are carefully recorded. The initial feedback form includes questions on accommodation. Tutorials have a pastoral care component. Noticeboards identify all staff, their responsibilities and areas of specialism. This information is also provided in the student handbook.

W15 Homestay providers are expected to provide breakfast and an evening meal on weekdays and all meals at the weekend. All the residential accommodation is self-catering. The school provides tea, coffee and squash in the coffee bar adjacent to the student lounge. For more substantial catering, students can use any number of the fast food outlets, small restaurants and cafés close to the school.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
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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 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 Hosts are given guidelines which provide a clear statement of the expected level of care and services to be provided.

Accommodation: residential

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

Comments

W22 The standard of cleanliness in all the accommodation visited was very high.

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

Comments

W24 The information a student would need to successfully find and manage all aspects of living in their own accommodation can be found in the handbook. All staff are happy and able to help in case of difficulties.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 Up-to-date information on places, events and activities in the local area and further afield is available in the school. Staff are also happy to help with specific requests for visits or activities outside the school's own leisure programme. Teachers help to publicise the activities, and noticeboards in the school and social media sites also play a big part in informing students of what is available.

W27 A member of the teaching staff is responsible for planning and executing the leisure programme. The programme is innovative, interesting and makes full use of the capital and all it has to offer. It often provides students with opportunities to experience places of interest outside the more usual tourist attractions. The range of activities is wide and offers a number of events that are either free or at very low cost. The activities are led by the teaching staff. The programme is well designed to help students integrate, to learn outside the classroom and is clearly appreciated by the students who very much value the opportunity of meeting their teachers outside school hours. The programme contributes greatly to the friendly and sociable atmosphere in the school. Weekend trips to places outside London are arranged by a travel agent with plenty of experience in such travel.

W28 Risk assessments have been done on all activities. Staff see these as working documents and update and amend as appropriate after activities.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for information, pastoral care, security, accommodation and leisure activities are met. Pastoral care arrangements are a particular strength in the school. Accommodation provision is a useful service and arrangements are made with care. Students can be sure of the school's full support at all times. The leisure programme is extensive, well organised and entirely suitable for the students attending the school. It provides opportunities for students to integrate quickly and to continue to learn outside the classroom. The staff are dedicated to the delivery of a comprehensive and caring welfare provision. *Care of students and Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

Students aged under 18 are enrolled on adult courses. There were no students under 18 attending the school during the inspection. Systems and procedures are in place to care for younger students when they enrol.

C1 The safeguarding procedures and accompanying documents are very well thought out and workable. The safeguarding policy is well framed and written in clear accessible English. All staff are made aware that they have to familiarise themselves with the safeguarding policy statement and the requirements stated therein. The policy is shared with staff via the staff handbooks and the website. The policy is reviewed annually.

C2 The DoS and senior registrar are the designated safeguarding officers, the principal is the safeguarding lead and they have been given the appropriate training for these roles. They work closely together and are able to cover for, or support each other, when necessary. All staff must do at least online safeguarding training before an appointment is confirmed. The school provides staff with six-monthly updates on safeguarding and related matters.

C3 Parents/guardians are sent a shortened version of the safeguarding policy on enrolment. The full version can be found on the website. The school staff are well able to care for the few students aged under 18 who enrol.

C4 Applicants are informed well in advance of the range of personal information the school will require before an interview is arranged. Appointments are only confirmed when references have been provided. These are subsequently kept in a confidential folder with very limited access. Suitability checks are carried out on all staff and all hosts accommodating under 18s.

C5 Most of the activities provided are entirely suitable to 16 and 17 year-olds. However, on the few occasions when this is not the case, an alternative activity is arranged.

C7 Students aged under 18 cannot stay in residential accommodation.

C8 The school holds emergency contact details for all students. Parents, guardians and agents are issued with an emergency contact number for use outside office hours if required.

Care of under 18s summary

The provision meets the section standard. The school has a sound safeguarding policy and supporting procedures are well established. All staff are committed to ensuring the safety and security of young students attending the school.