

Organisation name	Winchester School of English
Inspection date	22–23 March 2017

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

Recommendation

We recommend continued accreditation. However, evidence must be submitted within 12 months to demonstrate that weaknesses in publicity have been addressed.

Summary statement

The British Council inspected and accredited Winchester School of English in March 2017. 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 and professional English for adults (18+) and vacation courses for adults (18+).

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

Strengths were noted in the areas of staff management and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	1991
Last full inspection	November 2013
Subsequent spot check (if applicable)	July 2015
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	Other schools run by the ATC group in Ireland

Private sector

Date of foundation	1989
Ownership	Name of Company: Winchester School of English Ltd Company number: 866 2910 The company is owned by ATC Language and Travel, based in Dublin
Other accreditation/inspection	N/a

Premises profile

Address of main site	49 Hyde Street Winchester Hants SO23 7DX
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	Burma Road Student Accommodation King Alfred's Campus University of Winchester Winchester Hants SO22 4SB Summer ensuite self-catering accommodation July-August 16 rooms
Profile of sites visited	The school is located in a substantial red-brick house in a residential area about ten minutes' walk from the centre of Winchester. On the ground floor there is a room used as the school's main office/reception/staffroom with workplaces for the school management team; there is also one classroom, a student lounge, a kitchen and toilets. On the first floor there are four classrooms, and in the basement there are two small classrooms used for one-to-one classes. The house has a garden at the front and a small patio at the rear.

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	12	40
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	5	0
Part-time ELT aged 16–17 years	N/a	N/a

Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	17	40
Advertised minimum age	18	18
Actual minimum age	18+	18+
Advertised maximum age	N/a	N/a
Actual maximum age	18+	18+
Typical age range	20–50	18–60
Typical length of stay	4–6 weeks	2–3 weeks
Predominant nationalities	Italian, Spanish, Japanese, Swiss	Italian, Spanish, Swiss, Japanese
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	8	10

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	7
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT 10–19 hours a week	2	
Number teaching ELT under 10 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	0	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	2
Comments	
The DoS has no scheduled teaching commitment. During the week of the inspection, the ADoS was scheduled for 12.5 hours teaching.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	3

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input 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.

Intensive General English – Comprehensive course across four levels covering grammar, usage and vocabulary and reading in the morning and a focus on listening, speaking, writing and pronunciation in the afternoon. A focus on external general English examinations and IELTS can be provided.

Combination Course – Morning sessions as above, afternoons (10 hours per week) of one-to-one. Curriculum developed according to student needs in conjunction with student.

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	12	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	0	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
Arranged by student/family/guardian		
Staying with own family (au-pairs)	5	N/a
Staying in privately rented rooms/flats	0	N/a
Overall totals adults/under 18s	17	0
Overall total adults + under 18s	17	

Introduction

At the time of the last inspection, the school had recently changed ownership and was in an interim handover period. The new owners have maintained the ethos of the school as one offering a very personalised service to adults. The minimum enrolment age for all courses is 18, and the maximum class size is eight (10 in the summer

Report expires 31 March 2022

period).

There was an experiment in the summer of 2015 in offering an off-site junior summer programme, but it has been decided that this will not be repeated.

The inspection lasted a day and a half day. The inspectors had discussions with the operations director of the parent company (normally based in Dublin), the principal/director of studies (DoS), the assistant director of studies (ADoS), and the administrator/accommodation officer. In addition, there were focus group meetings with a group of students, and with the teachers. One inspector visited three homestay providers. All teachers timetabled during the period of the inspection were observed.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure is simple, in line with the small size of the school. The principal/DoS is responsible for all aspects of the running of the school, supported by an ADoS and an administrator/accommodation officer. The operations manager of the parent company in Dublin provides a strategic oversight of the school. The close working relationship of all those involved in the management of the operation is a striking feature; this enables continuity and cover to be provided easily as all three members of the on-site team are familiar with the work of the others. This is the result of both informal engagement and systematic sharing of information.

M4 Communication both within the school and between the school and the parent company is excellent. There are regular, minuted management meetings, and weekly teachers' meetings. There is daily email contact with the parent company, together with a weekly skype meeting and face-to-face meetings as required. These arrangements are supplemented by easy, open-door informal communication within the school.

M7 Induction for new staff is phased, with outline 'Quick start' documentation leading into a staged fuller introduction to the working of the school as the new appointee settles in.

M8 Monitoring of staff is thorough and well documented. All staff have an annual review incorporating, in the case of teachers, evidence from observations of their teaching; this leads to the identification of action points, which inform the following year's continuing professional development (CPD) programme. Evidence was seen of a well-managed case of dealing with unsatisfactory performance.

M9 The annual CPD programme includes in-house 'knowledge-sharing' workshops and, where appropriate, support to attend external events.

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

Comments

M13 Student information is kept on a database. This is about to be integrated into the system used across all the schools run by the parent organisation. Because of the small number of students in the school, and the close personal contact between students and staff, any changes in student contact information are easily picked up; there is also a formal review meeting with long-stay students every eight weeks, where contact details are checked.

M14 A comprehensive attendance policy is in place, communicated to the students at induction. Evidence was seen of follow up to unexplained absences. It was noted that records showed consistently very high levels of attendance in all classes.

Quality assurance

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

Comments

M16 A thorough action plan for points to be addressed from the previous inspection was presented. Appropriate action had been taken in all areas.

M17 There is an annual review of health and safety, premises, and associated risk assessments. Review of other areas of the school's provision is less systematic.

M18 There are good opportunities for initial, in-course and end-of-course-feedback. This is collated and shared as appropriate but points noted against 'action' were often justifications of the current situation rather than an indication of what had been done.

M20 Clear information is given in the induction pack, and a multi-lingual English UK poster with information about how to lodge a complaint is displayed. There was evidence of thorough investigation of complaints made.

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 type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Publicity consists of a website (main medium of publicity), a school brochure, and a brochure containing information on the courses run by schools owned by the parent company. The Winchester school also has a social media presence.

M22 The website provides full and clear information about the school and its services. All pictures are helpfully captioned.

M23 It is clarified on the website that no classes for beginners are offered, but no information is provided about the levels at which classes are run. There is no information about the objectives of the courses, and the only information about course content is a sample weekly timetable with very general headings.

M24 The number of taught hours per week is not clearly expressed.

M25 The only information on the requirements for deposits and the refund policy is in the Terms and conditions, which are not clearly signposted on the website.

M28 Information given on the website is accurate, but the school brochure refers to “well-qualified” teachers, which does not reflect the overall profile of the teachers at the time of the inspection.

Management summary

The provision meets the section standard and exceeds it in some respects. Staff are very well managed and supported in operating the school to the benefit of its students. Student administration is carried out effectively, and good quality assurance procedures are in place, though more systematic ongoing review of some areas is needed. Publicity is generally accurate and well presented, but some important information is missing or hard to find. There is a need for improvement in *Publicity*. *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 type="checkbox"/>	<input type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R2 There has been considerable recent investment in redecorating and updating the premises. They are now generally bright, clean, and welcoming. Free high-speed Wi-Fi is available throughout the building.

R4 There is a student lounge for relaxation, and students have access to a kitchen with free tea and coffee, and a microwave. Sandwiches and snacks are available locally.

R6 The school office has been re-organised to provide a small space for teachers to sit, but there is no dedicated staffroom for relaxation or for lesson preparation.

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 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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Students are provided with a coursebook as part of their school fee.

R9 Little educational technology is available in the classrooms. Portable audio playback machines are used, and these are regularly maintained.

R10 A range of print and recorded resources is kept in a cupboard in a corridor on the first floor of the school, with guidance on their use on a nearby noticeboard. There is no dedicated self-access space, but students can take resources and use them in any free classroom. This does not constitute a self-access centre in the normal sense of

the term (hence it is marked N/a) but it is a valuable resource and is well used by many students.
 R11 Guidance is provided during induction, and a teacher supervises self-access work for part of Wednesday afternoon. In addition, there is an excellent set of guidance notes for students explaining how to use the material and offering clear and succinct advice on how to work at improving their learning of a range of aspects of the language.
 R12 There is no formal policy for the development of resources, but new material and equipment is purchased in response to identified need.

Resources and environment summary

The provision meets the section standard. Overall the premises offer an appropriate professional environment for students and staff, although the absence of a dedicated staffroom is not entirely satisfactory. Resources are adequate and support students in their learning. A regular systematic review of resources would help to identify priorities for development.

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 All the teachers and academic managers have first degrees.
 T2 The DoS and ADoS are both TEFLQ and have substantial teaching and academic management experience.

Academic management

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

Comments

T6 Several long-standing teachers at the school are experienced in the full range of courses offered; deployment of more recently appointed teachers is based on their experience. They are actively supported through CPD (see T10 below) to broaden the range of courses on which they may be deployed.
 T9 The relatively small numbers involved mean that the logistical aspects of continuous enrolment can be handled on a personal and individual level. The weekly programme of new work starts on Tuesdays so that Monday arrivals have time for placement and induction on Monday. Main classes are coursebook based and a unit of the book is the basis of four days of classes Tuesday to Friday. There is scope to formalise the basis of the week's work in terms of specific themes and/or performance outcomes.
 T10 Support for teachers is provided through in-house workshops, and the ready availability of the ADoS and DoS for informal consultation. They are encouraged to broaden their experience through peer-observation.
 T11 Teachers are regularly observed; action points are identified and these feed into appraisals and CPD. Evidence was seen of follow-up to observations which had revealed weaknesses in classroom performance.

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

Comments

T12 The programme is largely course book based; the morning sessions are language focused while the afternoon are skills focused. This is intended to provide, over the course of the week, a mixture of language and skills work in a variety of modes (including guided self-study). A clear overview of the rationale behind the course structure is provided in the Teachers' handbook.

T13 A teachers' meeting is held at the end of each term, when the current coursebook is reviewed. However, there is no evidence of an ongoing review of the overall course structure in terms of the component elements and the balance between them.

T15 There is a considerable emphasis on learning strategies in the Student handbook and in the course outlines at the different levels. However, there was no evidence that teachers systematically incorporate these into their classes and a section covering this area could usefully be incorporated into the lesson planning pro-forma.

Learner management

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

Comments

T17 Placement procedures are effective, and there are regular checks at the weekly teachers' meetings to see if changes need to be made. A trial is being carried out of a pre-arrival placement test.

T18 A weekly progress test is given, and students are offered weekly tutorials. Long-stay students have a review meeting every eight weeks.

T19 The ADoS has specific responsibility for examination guidance.

T22 The students at the school are not generally of an age to be interested in progressing to education in the UK. In the event that a request for help were made, the school would research local sources of guidance.

Classroom observation record

Number of teachers seen	4
Number of observations	4
Parts of programme(s) observed	General English; one-to-one

Comments

With four teachers, each would normally be observed twice. In this case, timetabling constraints meant that it was only possible to observe each teacher once.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

T25 Learning outcomes	<input checked="" type="checkbox"/>	<input 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 provided good models. Their knowledge of language systems and their uses is strong.

T25 In general outcomes were not made sufficiently clear to students, and the ways in which learners could expect to use the target skills were sometimes not clarified.

T26 The better classes involved a good mix of whole class and pairwork enabling all to participate, but in others the teacher dominated interactions and there was minimal learner activity.

T27 In most classes teachers gave appropriate instructions and set up activities so that students understood what they had to do. Instructions were not routinely checked.

T28 In most classes there was minimal feedback to students on their performance, and little attempt to support them in reformulating their inaccurate production.

T29 Several good examples were noted of the inclusion of evaluation activities or tasks after a period of language practice.

T30 Student engagement was very high in almost all segments observed with a positive learning atmosphere based on excellent rapport between students and teacher. Teachers' use of language and metalanguage was entirely appropriate to the level of their class.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was equally split between satisfactory and good. Lesson planning showed that the teachers had good knowledge of language systems, but there was insufficient focus on identifying relevant learning outcomes and communicating these to the students. The delivery of lessons was based on the use of appropriate techniques, and classroom management was of a good standard overall. More attention is needed to the provision of appropriate feedback to students to help them to improve their performance. Students were fully engaged in most classes and rapport between students and teachers was excellent.

Teaching and learning summary

The provision meets the section standard. Teachers have appropriate qualifications, and are given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

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

Comments

W1 The office overlooks the entrance to the school, enabling staff to monitor those entering and leaving the building. Thorough risk and fire safety assessments are in place. The school removed a potentially confusing fire exit sign during the inspection; fire exit signage was otherwise clear.

W2 Relations between staff and students are informal, and students know that they can speak to the principal or the administrator about welfare matters. However, the school does not have established arrangements for referring students to specialist external agencies should their problems be serious. Students can also raise concerns during induction and at weekly tutorials. The school makes a room available for private religious observance.

W3 Students know they are able to raise personal problems informally with the principal.

W4 The school has clear arrangements for dealing with abuse by staff or students. Staff have received training on their responsibilities concerning the government's Prevent Strategy.

W6 Information on the school's website concerning travel to the school following arrival in England by air, sea or rail is very detailed and helpful. It clearly shows the options available to get to the school and includes approximate journey times and costs as well as links to operators' websites.

Accommodation profile

Comments on the accommodation seen by the inspectors

Most students stay in homestay accommodation provided directly through the school, either on a self-catering basis, or with half-board Monday to Friday and full board on Saturday and Sunday. In the summer period the school also offers self-catering accommodation in the residences of the nearby university. During the inspection one inspector visited three homestays: two 'executive' homestays which have private bathrooms, and one 'standard' homestay where bathroom facilities are shared.

Accommodation: all types

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

Comments

W9 Homestays visited were of a high standard, with good facilities. Hosts were clearly committed to ensuring the students that lived with them had a positive experience, including ample opportunity to practise their English.

W11 All accommodation had been inspected in the last two years, and dates when future inspections would be due were listed.

W12 Registers are up to date and include confirmation that fire risk assessments and gas safety certificates are in place.

W13 The school sends detailed information to students before they arrive in Winchester covering their accommodation, hosts and travel arrangements. It includes details of cancellation arrangements and costs. Information about bus travel to the school and the cost is included where it applies, but its importance is not sufficiently emphasised.

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 Hosts receive clear, written information on terms and conditions when making initial enquiries about offering homestay, and subsequently with each booking.

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 type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments					
None.					

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Comments					

W27 The range of leisure activities is wide. Regular-school based activities include international cooking evenings, music and film nights as well as board games. Activities outside the school include visits to local attractions such as pubs and restaurants, and sports such as table tennis at the local sports centre. The programme also incorporates local events such as exhibitions wherever possible. Students are kept well informed about the leisure programme. Activities are always led by a teacher, which helps reinforce the school's friendly atmosphere and extends English learning beyond the classroom.

W28 Risk assessments are in place for all activities. They are regularly reviewed and updated in response to feedback from staff who lead each activity and now include very clear information to those who are supervising about what to do if problems arise.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The school looks after its students, and makes sure they are well informed and safe. Homestay accommodation meets students' needs and is organised effectively. The school offers a good and varied mix of well-run social, sporting and other leisure activities. *Leisure opportunities* is an area of strength.