

Organisation name	Winchester School of English
Inspection date	26 – 27 November 2013

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

### Recommendation

We recommend continued accreditation.

### Publishable statement

The British Council inspected and accredited Winchester School of English in November 2013. The Accreditation Scheme assesses the standards of management, resources and premises, teaching and welfare and accredits organisations which meet the overall standard in each area inspected (see [www.britishcouncil.org/accreditation](http://www.britishcouncil.org/accreditation) for details).

This private language school offers courses in general English for adults (18+).

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	October 2009
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 schools/affiliates	None
Other related non-accredited activities (in brief)	None

### Private Sector

Date of foundation	1989
Ownership	ATC Language & Travel Ltd (as from September 2013)
Other accreditation/inspection	ISI

### Premises profile

Address of main site	Other site(s) inspected	Other site(s) used but not inspected
Beaufort House 49 Hyde Street Winchester SO23 7DX	None.	None.

#### Comments (including details of any additional sites used but not inspected)

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 room, 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	At peak (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
<b>EFL/ESOL Students</b> (eligible courses)	At inspection	At peak (organisation's estimate)
Total EFL/ESOL student numbers (FT/PT)	25	40
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	12	9
Number on child visitor visas	0	0
Full-time ELT (15+ hours per week) 18 years and over	22	40
Part-time ELT 18 years and over	3	0
Under 16 years	0	0
Aged 16-17 years	0	0
Minimum age	18	18
Typical age range	18-53	18-70
Typical length of stay	17 weeks	4 weeks
Predominant nationalities	Spanish, Taiwanese, Korean, Japanese	Spanish, Taiwanese, Italian

<b>Staff profile</b>	At inspection	At peak (organisation's estimate)
Total number of teachers on eligible ELT courses	6	6
Number teaching ELT under 10 hours/week	2	
Number teaching ELT 10-19 hours/week	1	
Number teaching ELT 20 hours and over/week	3	
Total number of additional support/ancillary staff	1	

### 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes	<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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL 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

There were four general English classes running in the mornings and three in the afternoons; there was one examination preparation class in the morning for Cambridge FCE and one IELTS class in the afternoon. One-to-one classes in general English and business English are offered but none was taking place at the time of the inspection.

### Introduction

Winchester School of English was founded in 1989 by three colleagues, one taking on general management responsibilities, one academic management responsibilities and one became the accommodation and welfare manager. In 2007 the partner in charge of accommodation and welfare retired and the school was run jointly by the remaining two partners until 2013.

In September 2013 the school changed ownership and was sold to ATC Language and Travel Ltd, a family-owned organisation with more than 40 years' experience in English language teaching in Ireland. ATC runs two year-round schools in Dublin and Bray, and eight summer centres in various locations in Ireland; the organisation's head office is in the school in Bray where a team including the directors, an operations manager and a newly appointed organisation-wide academic manager is based. The operations manager has been in the Winchester school on a regular basis following the change in ownership and, since October 2013, the director of studies from the Bray school has been based in the Winchester school for three days a week to learn about the school, its staff and the way it operates. The two previous owners are continuing to work as co-principals on a consultancy basis until the end of 2013. A new principal/director of studies has been appointed and in December 2013 will begin work part-time until the end of 2013, and full-time from January 2014.

The new owners have a ten-year lease on the current building and intend to maintain the ethos of the school as one which provides a very personalised service to its students. There are no plans to change the courses available and the school will continue to offer general English courses, Cambridge examination preparation courses, IELTS courses and one-to-one tuition. Intensive general English courses and examination courses of 30 hours per week include 22.5 hours' tuition and 7.5 hours optional self-study; four-week IELTS courses combine 12.5 hours of general English in the mornings and 10 hours of examination-specific classes in the afternoons. The maximum class size is eight, and ten for the general courses which run through the summer. One-to-one is offered with the most popular format being combination courses with general English in the mornings and up to ten hours of one-to-one in the afternoons.

The minimum enrolment age for all courses is 18.

The inspection took a day and a half day. The inspectors talked to the new operations manager, the two co-principals, the director of studies (DoS) seconded from the school in Bray, the assistant director of studies (ADoS)

and the office manager/accommodation officer. All teachers were observed and focus groups were held with teachers and students. One inspector visited three homestays.

## 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	<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 Recruitment (under 18s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M7 Declarations (under 18s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M8 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M9 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M10 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

M2 The interim management structure is clear with the operations manager as line manager of the office manager/accommodation officer and of the DoS seconded from the ATC school in Bray. The organogram for 2014 has a similar structure with the new principal/DoS in place managing the teachers and reporting directly to the operations manager.

M3 Job descriptions have been reviewed following the change in ownership. Those of the office manager/accommodation officer and the ADoS have been amended to reflect additional responsibilities agreed by both members of staff. It will be important to monitor the workload of the school management team, particularly as the ADoS has a full teaching timetable and the job description of the new principal/DoS covers day-to-day management of the school, academic management responsibilities and design and organisation of the leisure programme.

M4 Communication is good. The staff work as a very close-knit team and much communication is informal. There are weekly management meetings and regular teachers' meetings. There has been regular contact with the management team from Ireland and teachers confirmed that they felt well-informed about the change of ownership and related issues.

M9 Monitoring of teachers is undertaken by regular pop-in observations and longer, formal observations. All staff have an annual review and feedback session at which they can discuss their performance and professional development.

M10 The school has a clear policy on continuing professional development for its staff which includes in-house sessions and staff attending external events. The DoS has recently completed first aid training. In 2013 only one member of staff has attended an external event and there have been four in-house sessions, one being feedback from the English UK session attended by the ADoS in January 2013 and another being feedback from an IELTS training day attended by a teacher in November 2012.

### Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M11 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

M13 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M15 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M16 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

#### Comments

M13 Students receive a very personalised and prompt service from the office manager when they book courses.  
M15 Teachers report any absences in the morning break and this is followed up promptly by the office manager.  
The software used can track students' overall attendance during courses. Attendance in the school is excellent.

#### Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M17 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M18 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M19 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M20 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M21 Complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

M18 Management review meetings take place four times a year and there was evidence of changes in the school's courses resulting from review meetings. The change in ownership has also led to an on-going assessment of the school's systems, processes and practices by the management team.

M19 Students complete an initial settling-in questionnaire, a detailed mid-course progress review questionnaire and an end-of-course questionnaire. Students also have regular tutorials. There was evidence of timely responses to student feedback; feedback is summarised and action taken is recorded.

M20 Staff have opportunities to give feedback at teachers' meetings and at their annual review meeting.

#### Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M22 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course description	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M25 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M26 Cost	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M27 Level of care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M28 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M29 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M30 Teacher descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M31 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

The school's publicity materials comprise a website and a printed brochure, both of which have been updated to reflect the change in the school's ownership.

M22 The school's publicity materials are very clear, easy to follow and written in very accessible language throughout.

M26 All the information in this criterion is included in the publicity materials with the exception of the approximate cost of the leisure programme activities not included in the course fees. This was corrected during the inspection.

#### Management summary

The provision meets the section standard. The management of the provision operates to the benefit of the students. The current management structure is clear, and the new structure for 2014, with the appointment of the new principal/DoS, has been drawn up. Communication is good. Quality assurance systems are effective and the school's publicity materials are accurate and clear.

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

#### Comments

R1 Space is quite limited but has been used well on the whole so that the school has a welcoming atmosphere.

R2 The school is in a reasonable state of repair though parts are in need of redecoration. The inspectors were told that redecoration of the house was about to start and would be completed over the end-of-year break, and new carpets and curtains/blinds fitted.

R4 Students have access to a good-sized student room with comfortable seating and a television. There is also a kitchen where they can make tea/coffee and heat food for lunch; food can be bought at a number of outlets close to the school. The kitchen serves very much as a popular social hub in the school.

R6 There is no staffroom. Planning permission was not granted for an extension to include a staffroom, as noted in the last inspection report. Teachers use the office to access teaching resources and the photocopier but space there is very limited and teachers have no dedicated space in which to prepare lessons, store possessions or relax.

### Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Learning technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

#### Comments

R7 Students receive a course book, the cost of which is included in the course fee.

R8 Teachers have access to an adequate stock of supplementary materials including examination preparation materials and photocopyable resources.

R9 There is limited technology for teaching purposes: audio equipment is available in each classroom but the computers in some rooms are rather old and no longer used. There is a digital projector and laptop for use in class. Teachers have access to laptops with internet access in the school office but space there is limited and there are no dedicated computers for teachers' use. See R6. Two digital voice recorders have been purchased and the DoS was to run a session on their use in the week following the inspection.

R10 There is no self-access centre but a cupboard on the first floor landing, the EYE centre (Expand your English), contains a range of self-access materials which students use, particularly on the study afternoon every Wednesday. There is also a small library of readers in the basement.

### Resources and environment summary

The provision meets the section standard. The school offers a comfortable environment for students and learning resources are adequate. However, there is no dedicated space in which teachers can prepare lessons, store possessions or relax.

## Teaching and learning

### Academic staff qualifications

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	2
Certificate-level ELT/TESOL qualification (TEFLI)	4
Diploma-level ELT/TESOL qualification (TEFLQ) + qualified teacher status (QTS)	
Certificate-level ELT/TESOL qualification (TEFLI) + qualified teacher status (QTS)	
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	
<b>Total</b>	<b>6</b>

These figures exclude the academic manager(s)

#### Comments

The figures exclude the DoS seconded from the ATC school in Bray, who is TEFLQ; the ADoS is included in the figures above as he has a full teaching timetable.

### Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>
T6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

T4 Until September 2013 one of the co-principals of the school was responsible for academic management; she is TEFLQ and very experienced. Since October 2013 the DoS from the ATC school in Bray has been responsible for academic management with support from the co-principal. The new principal/DoS is well-qualified and has experience of teaching in the UK and abroad, as well as academic management experience abroad. The ADoS is TEFLQ.

### Academic management

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

T10 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T12 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

T9 Until the changes in management structure in September 2013, cover teaching could be undertaken by the two co-principals as well as by any part-time teachers. Cover arrangements in future would be eased if the ADoS had fewer teaching commitments so that he could engage more with his academic management responsibilities, and provide cover when needed.

T10 The courses are designed to ensure that no new language work is started on Mondays so that new students can have a full induction before joining their classes and do not miss the presentation of any new language. New students are monitored carefully, particularly in the first week, and courses have revision weeks built in when all students review language learnt with fresh materials.

T11 Guidance and support is given by the co-principals, the DoS seconded from the ATC school in Bray and the ADoS, although he has little time for academic management on his current timetable. Teachers expressed their appreciation of the support available. There is comprehensive and practical guidance for teachers in the Information for Staff document. The in-house development sessions are planned to cover requests from teachers or to address issues which come up in teachers' meetings, but have been held relatively infrequently over the past 12 months.

T12 The co-principal has been doing pop-in observations every two months; a compilation of points noted during these observations is drawn up every six months and discussed at a teachers' meeting. Longer and more formal observations are carried out annually with feedback. Observation records were seen to be rather too general in nature, particularly in relation to action planning; an observation form with a focus on classroom management and teaching techniques would allow action planning to be more explicit than in the present system.

#### Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T13 Course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T15 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T17 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T18 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T13 The language work to be covered in a course is based on a course book, and teachers are encouraged to supplement this with their own materials for variety. For each class there is a generic teaching plan, which is a guide to ensure all skills are covered in a week; teachers are encouraged to respond to the needs of their students and make changes to the plan where appropriate. Wednesday afternoons are study afternoons with individual reading time and a chance for students to book one-to-one tutorials with their teachers.

T15 The generic timetable is displayed in classrooms. Course books are used on all courses and also provide a written description of the course content.

T17 There is good guidance on learner training in the teachers' documentation. Each student works with an individual study plan with goals agreed with their teacher during tutorials. There was, however, little evidence of learner training in lesson plans, nor in the lesson segments observed.

T18 On Monday mornings students discuss the news and develop their vocabulary relating to current affairs; on Friday mornings there is a British Life and Culture lesson and every week students write a diary about their weekend. The school's leisure programme gives students a range of opportunities for using their English outside the classroom. Students also have access to an online learning programme while they are in school and for one year after they leave.

#### Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T19 Placement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	



T21 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T22 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T23 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

T19 Placement procedures are thorough and include a guided walk around the city in the afternoon, during which the teacher is able to assess further each student's level.

T20 Students' progress is monitored carefully. Students do a test every week which assesses their progress; the test is checked in class so that teachers can identify any problem areas and deal with questions. Every student's progress is discussed at the weekly teachers' meetings. Long term students have a one-to-one detailed progress review with their teacher every two months to discuss their progress and assess their motivation.

T23 Every student receives a personalised report at the end of the course with an assessment of their grammatical knowledge, vocabulary, pronunciation and language skills.

#### Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	General English, Cambridge examination preparation, IELTS.

#### Comments

None.

#### Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T25 Lesson planning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Coherence	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Resource management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Linguistic systems of English	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Feedback and correction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T31 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T32 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T25 Lesson plans were thorough and expressed in terms of aims and student outcomes. The student profiles provided showed that teachers had a good understanding of the learning styles of their students.

T26 The focus of the timetable at the time of the observations was on grammar presentation and vocabulary extension. Most of the segments were following the course book or a grammar book. In some cases the work done in class could more usefully have been prepared by the students as homework to allow for more purposeful work to be undertaken in class.

T27 A range of teaching techniques was seen. Some teachers set up and demonstrated activities well. Some teachers used elicitation effectively, used nomination to involve everyone and were able to personalise the materials and topics. Teachers who asked for definitions, rather than examples, and who were quick to explain things themselves did most of the talking, however.

T28 Teachers were using course books, and examination-specific materials. White board work was variable: in some cases teachers organised their board work well with some good and helpful use of colour, but others wrote words up rather randomly and not in context.

T29 Teacher explanations were mostly clear and some competent and confident use of phonemic script was seen. In some cases teachers could not provide the context in which an expression would be used, and sometimes functional language was not taught in context.

T30 All teachers gave encouraging feedback. Although a few instances of peer- and self-correction among students were seen, and an instance of a teacher taking notes for delayed corrective feedback, most teachers corrected students themselves and moved on, leaving no opportunity for students to practise the correct forms.

T31 Some pair work was seen with appropriate monitoring by the teacher but most interaction was between teacher and individual student, with missed opportunities for student to student interaction.

T32 There was a good friendly atmosphere in all classes and students were seen confidently asking unprompted questions.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a satisfactory standard. Lesson plans were thorough, a range of teaching techniques was seen and resources were used appropriately on the whole. There was a positive learning atmosphere in all classes. A more consistent approach to correction and to the use of the white board to support students' learning would be beneficial.

### Teaching and learning summary

The provision meets the section standard. Teachers have appropriate qualifications and are given sufficient support to ensure 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	<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 checked="" type="checkbox"/>	<input 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 type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

### Comments

W1 The entrance to the building is overseen from the office. The rear gate is kept locked from the inside to prevent access. At induction students are given clear advice on road safety. The *Information to Students* pack includes clear steps to follow in the event of a fire and advice on taking care of personal valuables in the school. Although the main fire exit is indicated, additional signs would be helpful.

W2 The school is small and friendly, and all students are known to the academic managers and administration staff. There are opportunities to raise welfare matters in the settling-in questionnaire, the mid-course progress review and one-to-one tutorials. A prayer room is made available as required. The pastoral care is appropriate.

W3 There is currently no named person, but students are aware of who they can talk to if they have a problem.

W5 Students receive several telephone numbers at induction to use in the event of an emergency, but there is currently no dedicated emergency number.

W6 Before they travel students receive a document entitled 'Arriving in England by Plane' with clear information on how to reach Winchester from relevant airports.

W7 All the information in this criterion is in the *Information for Students* pack except for advice on taking care of personal possessions in public places, which it would be useful to add.

### Accommodation profile

Number of students in each at the time of inspection (include all students)			Total seen by inspectors
Types of accommodation	Adults	Under 18s	
<b>Arranged by provider/agency</b>			
Homestay	21		3
Private home			

Home tuition			
Residential (student houses, halls or hostels)			
Hotel/guesthouse			
Independent self-catering			
<b>Arranged by student/family/guardian</b>			
<i>Students own arrangements</i>	2 (+ 2 au pairs)		

#### Comments

The school offers accommodation in homestays all year round. The homestays are graded according to whether they offer en-suite or sole use bathroom facilities. Some private home accommodation is available. In the summer term a small number of rooms in residential accommodation are also offered in Winchester University student accommodation.

#### 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 type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input checked="" type="checkbox"/>	<input 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	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

W9 Three homestays were visited, one with private bathroom and two with shared bathrooms. The accommodation sampled very adequately met the requirements of the Scheme and provided all the services listed. The hosts were welcoming and understanding of the needs of foreign students when living away from home.

W11 A number of homestays have not been re-inspected in the last two years.

W13 The confirmation letter to students does not include information on services provided or the conditions and procedures under which accommodation arrangements can be terminated. This information is included in 'Living with Hosts', an information sheet received by students on arrival.

W14 The accommodation officer meets new students on their first day. Students complete a settling-in questionnaire at the end of their first week which includes a question on accommodation. Problems are addressed promptly though action taken is not always recorded.

#### Accommodation: homestay and private home

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 Declarations (under 18s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Rules, terms and conditions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W19 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W21 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W22 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

W18 The hosts visited had received all the relevant documents. The need for hosts to carry out a fire risk assessment is not stated in the letter of agreement to hosts, however.

W20 This is clearly stated in the homestay terms and conditions.

### Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W23 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W24 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

None.

### Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W25 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W26 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

W25 There is information on one of the noticeboards in the students' room. A checklist of points to consider, including the loss of English speaking opportunities, deposits, utility bills and council tax, would be useful.

### Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W27 Events and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W28 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W29 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W30 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

W27 There is a good variety of leisure opportunities, some of which are school based and include the school's own version of Trivial Pursuits, international food parties, musical evenings and DVDs. Outside school activities include cinema and theatre visits, pub evenings and badminton at the local sports centre. All activities are led by a teacher and are seen as an additional learning opportunity. Students are informed about the week's activities at the Monday morning student meetings, and the programme for a two month period is displayed in each classroom. Information on other cultural activities in Winchester is also included, November and December's programme focused on Christmas events in the town.

W29 Risks assessments are in place but there are no clear guidelines for teachers on how to respond to situations where students are at risk.

### Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
W31 Accommodation and meals provided	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W32 Inclusive leisure programme	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W33 Activities supervision ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W34 Student rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W35 Supervision information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W36 Host awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W37 Responsible adult	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W38 Age-segregated accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

W39 Residential supervision ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W40 Contact number for parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W41 Contact number for provider	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W42 Group leaders	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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**Comments**

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The school does not enrol students who are under 18.

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**Welfare and student services summary**

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The provision meets the section standard. Students are well looked after and information and support are readily available. The accommodation provision is suitable and is administered for the benefit of students. The school provides an excellent and very varied programme of social, cultural and sporting activities and students receive appropriate information and advice about local events.

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