

Organisation name	Eynsford College, London
Inspection date	12–13 April 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 accreditation with a spot check in the first 18 months. However, evidence must be submitted within three months to demonstrate that weaknesses in premises have been addressed.

Summary statement

The British Council inspected and accredited Eynsford College in April 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+) and vacation courses for closed groups of under 18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	February 2013
Last full inspection	June 2014
Subsequent spot check (if applicable)	September 2014, April 2015
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) at this centre	A ticketing course has been held within the last 12 months.
Other related accredited schools/centres/affiliates	The Britannia School of English, London, is owned and managed by the same managing director as Eynsford College.
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	March 2008
Ownership	Clever Courses Ltd trading under the name of Eynsford College 06531257
Other accreditation/inspection	ISI

Premises profile

Address of main site	1 st Floor, 37–39 Oxford Street, London W1D 2DU
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school occupies the first floor of a six-storey building in the centre of London. A number of other businesses, including two language schools, occupy the same building. The doorway from the street, the staircase and the toilets are shared with other users. The school has use of toilets for women on the second floor and toilets for men on the third floor. There is a second staircase which links all floors for use as an emergency exit. Those areas used exclusively by the school include a large reception area with desk, which also serves as a common area for students during break times; it has four computers for student use and a water point. There are one small and three large classrooms, an office, and an area off the corridor which contains resources and the photocopier.

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	27	15
Full-time ELT (15+ hours per week) aged 16–17 years	0	45
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	N/a	N/a
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	27	60
Minimum age	18	16
Typical age range	20–44	16–45
Typical length of stay	1–9 months	3 weeks to 9 months
Predominant nationalities	Spanish, Italian, Turkish	Spanish, Italian, Turkish

Number on PBS Tier 4 General student visas	N/a	N/a
Number on PBS Tier 4 child visas	N/a	N/a
Number on short-term study visas	9	0

Staff profile	At inspection	In peak week (July) (organisation's estimate)
Total number of teachers on eligible ELT courses	3	3
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	1	
Number teaching ELT 20 hours and over/week	2	
Total number of administrative/ancillary staff	3	

Academic staff qualifications to teach ELT/ESOL

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

These figures include the academic manager(s)

Comments

The director of studies (DoS) teaches 15 hours per week.

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 checked="" 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

General English courses for adults aged 16+ are run throughout the year; some prepare students for externally validated English language examinations and for IELTS. Classes are timetabled for 15 hours per week and take place in the morning or the afternoon. At the time of the inspection, classes were being held at three levels: pre-intermediate, intermediate and upper-intermediate; there were three classes in the morning and two in the afternoon. In summer 2015 vacation courses were held for closed groups of Italian school children aged 16 to 17.

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	0	0
Private home	0	N/a
Home tuition	N/a	N/a
Residential	0	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
Arranged by student/family/guardian		
Staying with own family	1	0
Staying in privately rented rooms/flats	26	0
Overall totals adults/under 18s		
	27	0
Overall total adults + under 18s		27

Introduction

Eynsford College was founded in 2008 and has been in the current premises since 2010. It was accredited by the British Council from June 2014 until April 2015, but was not accredited at the time of this inspection.

The inspection took place over one and a half days. Meetings were held with the managing director, the welfare and safeguarding officer, the student officer, the social programme and activities leader, the DoS and two teachers. A focus group meeting was held with six students attending morning classes.

Management

Legal and statutory regulations

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

Comments

M1 There was evidence that the regulations of the Copyright Licensing Agency were being breached. The school should seek further advice from the relevant regulatory body. The other 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 structure of management. There has been a sustained period of stability; many members of staff have worked at the school for a number of years. The managing director divides her time between Eynsford College and another accredited school. In her absence the welfare and safeguarding officer is in overall charge.

M3 There are detailed job descriptions for most posts. However, there was no job description for the managing director, and that of the welfare and safeguarding officer did not fully reflect his safeguarding responsibilities.

Appropriate job descriptions were written or revised during the time of the inspection and this is no longer a point to be addressed.

M4 There are good channels of communication, both informal and formal. A monthly, minuted meeting is held for all staff, which serves both to review the provision and to plan any future action.

M6 Staff files are complete and in excellent order.

M7 A recently appointed staff member reported that she had received a very thorough induction. A comprehensive induction checklist has been drawn up, and completed copies were included in all staff files.

M8 Staff are closely monitored. The managing director regularly checks on the administrative staff's work, for example their record keeping. Teachers are frequently observed by the DoS. Student feedback on staff performance is noted. All staff have an annual appraisal.

M9 There are good systems to ensure that staff have received training in safeguarding, Prevent strategy, and health and safety procedures, as appropriate to their roles within the school. Teachers also receive appropriate academic continuous professional development (CPD). Staff keep CPD portfolios which note courses/sessions attended and relevant study/reading undertaken.

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 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 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 Most students get to know about the school through personal recommendation. They enquire directly and usually have a face-to-face discussion with a member of staff at reception. They are invited to attend a trial lesson before registration.

M13 Many students give a friend or relative in London as their designated emergency contact.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>

Comments

M16 An action plan was provided which outlines recent changes to the provision.

M17 There is evidence to demonstrate that systems, processes and practices are being continuously reviewed: monthly meetings include review of all aspects of the provision and action points are recorded; a self-assessment report on all aspects of the provision has recently been drawn up.

M18 Students fill in an initial and an end-of-course questionnaire. The results are collated and discussed at the monthly staff meetings. There is evidence of changes having been made as a result of feedback received. However, the initial feedback form does not ask about accommodation, and the end-of-course questionnaire only asks about the students' experience in the classroom.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input checked="" type="checkbox"/>	<input 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

Publicity consists of a paper-based brochure (called a *prospectus*), a website – via which the brochure can be downloaded, and social media sites. The website is considered to be the main source of information.

M21 The language used is accessible. There were some inaccuracies in terms of grammar, spelling and some awkward expression, in the brochure and on the website. After these were pointed out, they were rectified during the time of the inspection. Some of the information was difficult to find on the website: for example, only accessible in the brochure, which features on the website as a separate file to be downloaded. During the course of the inspection, changes were made to the website to ensure that all the necessary information is effectively signposted and organised. This is no longer a point to be addressed.

M22 Overall, the publicity gives rise to realistic expectations. However, a picture in the brochure of a student on the steps of a large London house is not captioned; the building could be mistaken for the school premises or student accommodation.

M26 Agencies were described as being 'regulated' rather than 'registered' with the British Council. The wording was changed at the time of the inspection so this is no longer a point to be addressed.

M29 The inspectors queried the appropriateness and relevance on documentation, for example on students' certificates, of some logos and marques for organisations and affiliates not directly related to English language teaching. In response, the school decided to change the documents and a revised report form was shown to inspectors.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of its students, and in accordance with its publicity. In particular, staff management systems are handled well. There were some inadequacies relating to publicity but the website was revised during the inspection; it is now comprehensive, and the information is more easily accessible. Sampling revealed an issue in relation to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

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

Comments

R1 Overall, the premises are adequate; they generally provide a comfortable environment for students and staff.

However, the toilets are shared with other users of the building, i.e. two other language schools. There are only two cubicles for women and, at the time of the inspection, one was out of order. While feedback from students indicates that this is not a major problem, at times when numbers are higher the facilities would not be adequate.

R2 The premises used exclusively by the school are in a satisfactory state of repair, cleanliness and decoration. However, the standard of cleanliness is not satisfactory in the common areas: the entrance, stairway and toilets. One of the toilets for use by women was out of order throughout the inspection and overflowing bins (including sanitary bins) had not been emptied.

R3 The three classrooms in use at the time of the inspection are spacious, easily large enough for the stated maximum of 15 students. The fourth classroom could only be used by a small group of students. They are furnished to allow flexibility of layout.

R4 Students only attend part of the day and so do not have need for a social space, except during the short breaks. The large entrance foyer/reception has some seating and four computers for student use. There is a water station and a wide choice of appropriate food at affordable prices is available in the immediate vicinity.

R6 Teachers (including the DoS) each have their own classroom in which they can store their belongings, carry out preparation and marking, and hold meetings. They also have use of seating in the small resources area and access to the water machine. However, teachers commented on the fact that there are no suitable facilities (for example, sink or microwave) for those wishing to prepare hot drinks and food.

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 checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 Courses are based on coursebooks which the students buy or borrow. For borrowed books most of the cost of the book is refunded if it is returned in a good state. There are also a number of books that can be used as class sets. Supplementary materials are photocopied. There was some evidence that an excessive number of photocopies of coursebook units were being made for students who did not have the book.

R8 In addition to the teacher's book for the designated coursebook, teachers have access to a small number of supplementary books and resources. A collection of supplementary exercises and games has been compiled for each unit of the set coursebooks.

R9 Classrooms have whiteboards and computers with access to the internet. There are two portable projectors. Support and training in the use of the technology is available.

R11 There is no quiet study area but students can borrow books from a small collection of simplified readers, and are guided in their use by teachers. Students are given information about, and encouraged to use, local public libraries.

Resources and environment summary

The provision meets the section standard. The learning resources and environment generally support the studies of students and offer an appropriate professional environment for staff. Premises used exclusively by the school are satisfactory; however, areas and facilities shared with other users of the building are only just adequate. Learning resources are fairly limited, but adequate for the needs of the students if the policy of purchase or loan of coursebooks is implemented consistently. Care must be taken to ensure that teachers do not rely too much on photocopies.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 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

T2 The three teachers (this figure includes the DoS) have appropriate qualifications. One is TEFLQ, one is TEFLI and the third, although listed as only TEFLI on account of her preparatory certificate, has a range of additional relevant qualifications including a Level 6 qualification in teaching English as a foreign language. The course included 20 hours of supervised teaching practice.

Academic management

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

T8 The school can draw on a small bank of appropriately qualified cover teachers in case of scheduled absence. For unscheduled absence, which is rare, the DoS can cover if she is not teaching, and occasionally classes are combined.

T9 Because of the changing student population, specific attention is paid to the course programme. Lessons are planned so that each week's work is self-contained. Students who join midway through a course can look at the coursebook to see what has been covered in previous weeks.

T10 There are arrangements in place to ensure that appropriate guidance and support is provided by the DoS and by experienced peers.

T11 There is an effective programme of observation and monitoring by the DoS, and a peer observation programme which enables teachers to observe and learn from the DoS and fellow teachers. The observation programmes directly inform the content of regular in-house CPD sessions.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	
T16 Linguistic benefit from UK	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The courses are designed around suitable coursebooks. In addition to the accompanying teacher's book, there are notes for teachers on the use of supplementary materials. On Fridays, teachers are required to submit a plan for the following week, based on the coursebook, for scrutiny by the DoS.

T14 The course outline/syllabus for the coursebook is posted in tabular form on the class noticeboard. Each large chart consists of the map of the coursebook and indicates what is to be covered each week. An additional column has been added to indicate the study skills covered. The wording is such that the intended learning outcomes are not specified. However, at the start of each lesson the learning objectives are noted on the whiteboard by the teacher.

T16 Teachers are made aware of the need to cater for students' needs when preparing their lessons and occasionally, the school has themed days which correspond to UK holidays and special days. However, strategies which ensure that students can develop their language skills outside the classroom are not specified in the syllabus documents and the course content/texts are not always adapted to suit the specific context of the students.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T17 Students have a written vocabulary and grammar test and, on the basis of their score, are invited to take part in a trial lesson where the class's suitability is assessed by both the teacher and the student.

T18 Students have personal learning plans, which are drawn up at the start of their course. There are regular class tests covering the full range of skills and, for students staying for more than four weeks, student achievement review forms are completed and discussed in one-to-one tutorials.

T21 Students receive a certificate of attendance which also includes a short comment on the students' ability, and a Common European Framework (CEFR) level grade. It would be useful for descriptors for the CEFR grades to be noted.

Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	Morning and afternoon lessons at three levels.

Comments

There were three classes being held in the morning: upper intermediate, intermediate and pre-intermediate, taught by the DoS (15 contact hours per week) and the two teachers. Two classes in the afternoon: intermediate and pre-intermediate, were being taught by the two teachers, who were teaching for 30 hours per week overall.

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

Comments

T23 Teachers demonstrated a sound awareness of linguistic systems: grammar, lexis and phonology. For example, the majority of teachers made good use of phonemic symbols and stress marking when teaching lexical items. A satisfactory model of spoken and written English was presented by all teachers.

T24 The lessons were based on set coursebooks and the content was generally, but not always, directly relevant to the students. In stronger segments an effort had been made to personalise the content and to make it topical.

T25 The learning outcomes were generally appropriate and were made known to students at the start of each lesson. All plans showed good sequencing of activities to achieve the stated outcomes. However, opportunities were missed for students to reflect on the objectives at the end of the lesson, and to assess whether they had been achieved.

T26 In stronger segments teachers were working well with students to encourage participation, by efficiently eliciting, and by prompting students to expand their answers. Effective techniques were used to focus on pronunciation. On the other hand, in weaker segments, the teacher sometimes answered the question rather than waiting for the student to contribute, and activities based on the coursebook tended to be rather limited in terms of variety. The giving of instructions varied in terms of efficiency.

T27 Good use was made of the whiteboard to note learning objectives, to demonstrate grammar structures and to list new vocabulary, with pronunciation features often (but not always) marked. Lessons were enlivened by the use

of cue cards and prompts. There were few visual resources observed in use, but listening texts were used effectively. In some classrooms the teacher had not arranged the furniture to maximise efficient communication within the group.

T28 Individual feedback was offered on students' written work; some effective on-the-spot correction of students' use of grammar and lexis was observed, and some specific feedback on pronunciation was given. In weaker segments, not enough attention was given to students' oral production.

T29 The understanding and achievement of the learning objectives was usually checked by means of students' oral and written production.

T30 In some class segments student engagement was high, in others less so. In stronger lessons, student contribution was actively encouraged and a variety of pace and focus ensured interest and involvement.

Classroom observation summary

The teaching observed met the requirements of the Scheme; it ranged from satisfactory to good. Teachers showed a sound knowledge of the linguistic systems of English and provided clear, accurate models for the students to follow. Lessons were planned well and content was coherent and appropriate to the students' needs. Classroom activities were generally well managed and promoted student involvement through a range of appropriately challenging tasks. A range of techniques was used to elicit and correct language effectively. More could be done in some lessons to encourage student participation and to help them reflect on their own learning.

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 checked="" 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 type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

W1 There is good provision for the safety and security of students on site. The reception area is staffed all the time the school is open, and there is CCTV coverage of external areas. There are regular health and safety checks of the school premises, with prompt follow-up action taken and logged. Fire alarms are tested weekly, and a fire evacuation practice is held monthly. The welfare and safeguarding officer (WSO) has fire marshal training.

W2 All students receive a personal induction, including guidance on information contained in the student handbook. The WSO is readily available to help with any welfare issues.

W4 The abusive behaviour policy is supplemented by small posters displayed in a number of parts of the school, which highlight the issue and the possible consequences of abusive behaviour in a very accessible way. The WSO is the designated Prevent lead, and has undertaken appropriate training, which has been cascaded to all staff. A Prevent risk assessment has been carried out, and a clear policy is in place.

W7 Advice and guidance is included in the student handbook, and some is also displayed on noticeboards in the school.

Accommodation profile

Comments on the accommodation seen by the inspectors

At present there is very little demand for accommodation, and no students at the time of the inspection were living in accommodation provided through the school. However, arrangements are in place with three accommodation agencies, all of which are registered with the British Council; each agency has a slightly different profile in terms of the type of accommodation offered. The WSO is the liaison point for arranging and monitoring accommodation. No accommodation was visited during this inspection.

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 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 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 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

The reports on the most recent inspections of the three registered agencies show that all met these criteria. W14 Since no students have been placed in accommodation, there are no formal mechanisms for identifying problems, and no records of any problems being addressed. However, the close and proactive involvement of the Welfare and safeguarding officer in all aspects of the student experience ensures that there are easy channels of communication for identifying and resolving problems.

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 type="checkbox"/>	<input 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

The reports on the most recent inspections of the three registered agencies show that all met these criteria.

Accommodation: residential

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

Comments

The reports on the most recent inspections of the registered agencies offering residential accommodation show that they met these criteria.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W24 The WSO is able to provide informal guidance to students looking for their own accommodation, but there is little demand for his involvement as most students have their own support networks.

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 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 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 Information is provided through the school's social media site, and through displays on noticeboards.

W27 A simple programme of leisure and social activities is provided, which is entirely appropriate to the needs and interests of the students. It is a mixture of on-site and off-site activities, and focuses on providing an opportunity for students to relax and socialise at no, or minimal, cost. There is an educational aspect to many activities, including trips to museums and galleries, and finding out about British festivals and customs.

W28 Risk assessments are drawn up and signed off for all activities.

Welfare and student services summary

The provision meets the section standard. The needs of students for security, pastoral care, information and leisure activities are met. Systems are in place to provide appropriate accommodation for any students requiring it.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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 checked="" 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 type="checkbox"/>	<input type="checkbox"/>

Comments

The school accepts 16–17 year olds on adult courses, and also accepts occasional closed groups of 16–17 year olds. However, numbers are low. Two closed-group courses were run in the summer of 2015, but no 16–17 year olds have been enrolled on the open-enrolment courses for some time, and none were following courses at the time of the inspection.

C1 A comprehensive safeguarding policy has been developed and the designated safeguarding lead (DSL) has had advanced training, as has the managing director. The policy does not state explicitly that it relates only to 16–17 year olds, though a number of its provisions (for example, the stated curfew times) would not be appropriate for younger students.

C2 All staff have had basic awareness training, and there are regular review meetings with the DSL. Appropriate guidance is provided to hosts by the two registered agencies used to provide homestay accommodation to under 18s.

C3 Publicity contains a clear statement of the fact that the school is primarily an adult centre, and that 16–17 year olds will be studying in an adult environment. The implications of this are fully set out, and signed parental consent forms are required before enrolment.

C5 Appropriate supervision is provided during scheduled lessons and activities. However, the toilets in the building where the school is located are shared with other users of the building, and are effectively open to the public. A risk assessment of this situation is needed, and steps need to be identified to minimise the risk to under 18s.

C6 An appropriate curfew for 16–17 year olds is laid down, and guidance about personal safety is provided in the student handbook. Restrictions on the purchase of alcohol are clearly set out.

C7 All open-enrolment students under 18 must stay in homestay accommodation provided by agencies registered with the British Council for the provision of accommodation to under 18s, or with their family.

Care of under 18s summary

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided. A risk assessment of the use of shared toilets in the school building is needed.
