

Organisation name	St Giles International - London Highgate
Inspection date	19 - 21 March 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 St Giles International, Highgate in March 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 large private language school offers courses in general English for adults (16+).

Strengths were noted in the areas of management, quality assurance, premises and facilities, academic staff profile, learning resources, teaching, and accommodation.

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

## Organisation profile

Inspection history	Dates/details
First inspection	December 1982
Last full inspection	March 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	St Giles London Central, St Giles Eastbourne, St Giles Brighton and Junior summer camps in various locations in the UK – all accredited
Other related non-accredited activities (in brief)	St Giles International has schools in the USA, in Canada and Sao Paulo, Brazil. The Brazil school is a joint venture with the specialist language travel agent Central de Intercambio (CI). Junior summer camps in the USA and Canada. Regular CELTA courses are run by the St Giles Educational Trust. Modern language courses are offered in the school but organised and run by CACTUS.

### Private Sector

Date of foundation	1955
Ownership	Limited company
Other accreditation/inspection	ISI

### Premises profile

Address of main site	Other site(s) inspected	Other site(s) used but not inspected
51 Shepherds Hill London N6 5QP		

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

St Giles Highgate is located in a substantial Edwardian house in a quiet, safe residential part of London. Many original and charming features have been retained which enhance the premises. The building is set in well-tended mature gardens at the front and back. The garden has plenty of sturdy garden furniture making it a popular place for student and staff relaxation in good weather. There are no shops or other amenities very close by, but there are good public transport links.

The open plan reception office and finance office lead off the elegant entrance hall. The large teachers' room is adjacent to the academic management team's office. There is also a well equipped teachers' resource room on the lower ground floor.

The 23 classrooms vary in size and some are not large enough for the maximum numbers of 12. They are all well furnished and all but two are equipped with interactive whiteboards. Six of the classrooms are in the garden block. The bookshop and self-access centre on the ground floor can be used as classrooms as can the digital language laboratory on the first floor.

The cafeteria on the lower ground floor is a great asset to the school. A commendable range of refreshments at very competitive prices is available throughout the day. It is run as a franchise.

The school building is owned by the organisation.

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)	164	340
Number on PBS Tier 4 General student visas	3	5
Number on PBS Tier 4 child visas	0	1

Number on student visitor visas	112	140
Number on child visitor visas	1	10
Full-time ELT (15+ hours per week) 18 years and over	163	320
Part-time ELT 18 years and over	0	0
Under 16 years	0	0
Aged 16-17 years	1	20
Minimum age	16	16
Typical age range	18-28	16-25
Typical length of stay	6-8 weeks	4-6 weeks
Predominant nationalities	Korean, Japanese, Swiss, Turkish, Brazilian	Same plus Italian, Spanish, Russian, French

<b>Staff profile</b>	At inspection	At peak (organisation's estimate)
Total number of teachers on eligible ELT courses	18	32
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10-19 hours/week	1	
Number teaching ELT 20 hours and over/week	17	
Total number of additional support/ancillary staff	8	

#### 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	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development	<input checked="" 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

Courses advertised as available at the school are:

General English at 15, 20 or 28 lessons per week. The 20 lessons per week programme can take place either in the mornings or afternoons. General English classes can be combined with one-to-one lessons. A dedicated beginners class is offered. Minimum stay for the General English courses is one week.

International semester Course 24 or 36 weeks

University Foundation Business Course

Cambridge FCE

Cambridge CAE

Cambridge CPE

Cambridge BEC (Vantage and Higher)

IELTS preparation

English for Business

English for Tourism

English for Art & Design

Volunteer Experience Programme

For teachers: CELTA and for overseas teachers, Teachers of English Programme (TEC)

English for Tourism is likely to be dropped from the programme in future publicity.

## Introduction

St Giles International is a well-established and well-respected family run organisation. It has been in the same ownership since its foundation in 1955.

The inspectors were told early on in the inspection that both the principal and DOS had resigned in January for personal reasons. It was purely coincidental that the resignations had come at the same time. A wish to pursue new ventures was given as the reason in each case.

A new principal has been appointed, but the identity of the post holder has not yet been made public. Procedures for the appointment of a new DOS are well in hand.

St Giles Educational Trust, a registered charity, operates from the Highgate school. The Trust is concerned with the teacher training courses and the organisation's charitable activities.

The inspection took place over two and a half days. Meetings were held with the principal, the DOS and all academic and administrative support staff members. Focus groups were held with students and teachers. All teachers were observed in class. One inspector visited three homestay providers and one student residence.

## Management

### Legal and statutory regulations

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

#### Comments

M1 The items sampled were satisfactory.

### Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input 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 checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Declarations (under 18s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M8 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M10 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

M2 The principal has a long history with the school and has held many different posts over the years including that of director of studies. He has overall responsibility for the day-to-day running of the school and has appropriate autonomy with regard to local conditions. His knowledge of the school and the organisation as a whole is impressive. He is well supported by his staff. The principal and DOS are well able to cover for each other as necessary. The principal and DOS operate open door policies.

M3 All human resources policies are clear and well documented.

M4 Management structure and reporting lines are clear and appropriate both within the school and at group level. The principal has regular meetings with the managing director. Annual meetings and conferences are held involving heads of departments as well as full day conferences for senior academic staff and teachers. The UK schools in the group take it in turn to host. The principal chairs regular meetings with the academic staff and also with the administrative team. Staff feel able to raise any issues during meetings and there was evidence that suggestions had been acted on.

M7 All staff are DBS(CRB) checked. A number of homestay providers have also been DRB(CRB) checked in order for them to be used to host students aged 18 and under.

M8 All new staff receive a thorough induction and follow up support. Staff handbooks are comprehensive.

M10 There is a generous company wide staff development policy. Annual appraisals help to identify training needs for all staff. Three teachers at the time of inspection were doing the Delta course with full financial assistance from the organisation.

### 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 checked="" type="checkbox"/>	
M12 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M16 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

#### Comments

M11 Prospective students can enrol on line, via agents in their home country, or direct at the school.

M12 The registrars are knowledgeable about the courses and services available at the school. They are attentive and have a good range of appropriate skills and an impressive range of languages between them.

M14 Student records are kept on a company-wide database which has recently been upgraded and data is now easily accessible to designated staff in all the schools in the group. Next-of-kin details of all students are collected / confirmed on arrival and there are regular reminders to all students to inform the office of any change in these or the student's local address. Details of students who are aged under 18 are highlighted on the class registers.

### 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 checked="" 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 checked="" 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 The organisation has an internal performance assessment procedure which normally takes place every two years. In the case of St Giles Highgate this has not however taken place since 2009. Each school in the group is also subjected to mystery emails and phone calls to assess quality of response. Head office has recently initiated a comprehensive quality management project.

M19 Quality assurance procedures are robust and include a questionnaire issued in the first week, counselling sessions where the students' can comment on any aspect of their stay and a very comprehensive on line end of course questionnaire. This covers all aspects of the students' experience in the school. These go directly to the head office where they are analysed and the comments then passed on to relevant staff for further action as needed. There are also regular student focus groups

M20 The principal works closely with all his staff. There is a good balance of informal and formal feedback. There are open meetings, a suggestion box, occasional staff questionnaires, annual appraisals and confidential surveys. Staff feel that they are listened to and that their views are valued and important to the principal and senior management.

### Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M22 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 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

M22 The organisation's publicity includes a printed brochure and a website. The printed brochure is updated annually with input from staff at each locality. The website is easy to manipulate and both website and brochure clearly and accurately describe the course programmes, the school's facilities and services offered. The school is also featured on a number of social network websites.

### Management summary

The provision comfortably meets the section standard. School management benefits from the experience and expertise evident amongst the principal and many of the staff. Management structures are clear. Student and staff administration is thorough and sensitive. Quality control systems are sound and effective. Publicity is detailed, accurate and useful. Quality assurance is an area of strength.

## Resources and environment

### Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

#### Comments

R2 The school is in a very good state of repair, cleanliness and decorative order throughout.

R4 The school has a large, welcoming and attractive cafeteria for student and staff use where refreshments are available all day at reasonable prices. It overlooks the lovely garden and has a wall-mounted television. The cafeteria staff are alert to all matters of hygiene and all regulations with regard to the preparation of food. There are small comfortable seating areas throughout the building.

R6 There is a good staffroom with pleasant seating, professional magazines and tea and coffee supplied daily, and an excellent staff resources room with all resources including a computer-attached printer.

### 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Learning technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 who have enrolled for more than a month buy their own course books through the school. Those enrolled for fewer than four weeks may borrow course books if a deposit is left.

R8 The teachers' resource room has a very wide range of course books, skills books, teachers' resource books, supplementary published materials and new publications. These are supported by equally wide-ranging teacher-produced materials, professional journals, language games and indexes of websites. Staff have access to a photocopier/printer and three computers with internet access in the resource room and a photocopier and two computers in the staff room, and an appropriate green policy target to reduce paper usage. The maintenance and organisation of the resources, the responsibility of the ADOSs, is of a high quality.

R9 All classrooms bar two in the main building have interactive whiteboards, which were well used. There is Wi-Fi throughout the building. A large classroom on the first floor houses a digital language laboratory. The room is timetabled as a classroom which limits its flexible use by all staff as a lab. One of the ADOSs holds an IT brief for training and practical support, and a technician visits two days a week.

R10 There is a large self-access centre on the ground floor which is open from 8.00 until 19.00hrs. It is well equipped with 20 computers with internet access and Skype. The room also offers an up-to-date selection of graded readers and DVDs for borrowing, dictionaries, and daily newspapers and magazines. Although there is a comprehensive file with suggestions for websites to use and internet activities, there is nothing on the walls or screens to encourage or stimulate students to use the facilities.

## Resources and environment summary

The provision meets, and in many areas exceeds, the section standard. The school building is attractive and well looked after and provides a good learning and working environment. The provision of resources is generous and wide-ranging. Premises and facilities and learning resources were seen as areas of strength.

## Teaching and learning

### Academic staff qualifications

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	10
Certificate-level ELT/TESOL qualification (TEFLI)	6
Diploma-level ELT/TESOL qualification (TEFLQ) + qualified teacher status (QTS)	2
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>	18

These figures include the academic manager(s)

## Comments

The profile includes two of the ADOSs as they had teaching commitments during the inspection days. The qualifications profile is high with a range of skills and experience distributed between the academic staff.

### 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

T2 The qualifications profile of the teachers is strong. Ten are TEFLQ, two are TEFLQ and have QTS. Six teachers are TEFLI. All have a good range of additional skills and interests. T4 The academic management team consists of the director of studies and four assistant directors of studies. All have been working at the school for several years and are all TEFLQ and have a wide range of experience and knowledge within ELT. The assistant DOS role is a rotating system whereby two of them hold the post at the same time. Their duties include resource management, student attendance and other general support.

#### 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 checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T10 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

T7 Teachers are paired to share the morning lessons. The DOS arranges the pairs to make the most of individuals' strengths and approaches.

T9 Cover arrangements are effective. One or other of the ADOSs can usually provide cover and this is indeed what happened during the inspection. A number of appropriately qualified teachers with experience of the school live locally and provide additional cover when needed.

T11 A new system of teacher support and development has been put in place. Teachers are now expected to take more responsibility for their own development by keeping a teacher development portfolio. Teachers can choose four development options from a list of about a dozen to complete within an eight week period. The available options are very varied and some are more taxing than others. The options can be completed alone or with a colleague. Teachers record their achievements on their files. The DOS holds a monthly meeting where the sessions are discussed. Some staff commented that they missed the regular plenary CPD sessions which the new system has replaced.

T12 Newly appointed teachers are observed within the first week. All teachers are observed at least once a year, the observation usually being linked to their annual appraisal. They are also encouraged to participate in a programme of peer-observations.

#### 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 checked="" type="checkbox"/>	
T15 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T16 Course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

#### Comments

T13 General English makes up the majority of the provision, with the ISC students and the University Foundation Business students integrating for all or much of their programme into the general English. An EAP syllabus has recently been developed with a view to it joining the afternoon options, but this has not yet been implemented. All the general English courses are course book based. The school's *Teachers' Guide* suggests that 60 percent of the course should derive from the course book, with the remaining 40 percent based on supplementary materials,

allowing the course to be personalised and better tailored to the specific needs of the students. The principles therefore are implicit, and broadly communicative, as described in the introductions to the relevant Teacher's Books. T14 Informal review takes place constantly: when the first and second teachers negotiate course content; in response to fortnightly student counselling; in response to exit surveys. However, no formal course review meeting takes place.

T16 The structure of the course derives from the course book, which the staff assess against the Common European Framework (CEFR) descriptors for the various levels.

T17 Study skills are identified explicitly alongside the CEFR checklists, and teachers have the responsibility to check contents of the course book against the list to identify gaps. No teaching of study skills was seen in the sampling of the teaching.

T18 Individual classes go on visits, and there is a comprehensive social programme. However, nothing systematic is included in the syllabus to ensure students benefit linguistically from being in the UK.

### 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 type="checkbox"/>	
T24 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### Comments

T19 An in-house test linked to the CEFR (Common European Framework) is used. There are speaking and writing components in the test. Results are recorded on the student record card.

T20 Teachers often use weekly tests available in the course books, or they devise their own tests based on what has been done in class during the week. Students are invited to do level tests every eight weeks. If the students choose to do this test they are given written feedback. Students who have studied at the school for four weeks or more can do an end of course test. Again results are carefully recorded.

T24 The school has appointed one of the teachers Academic Counsellor. Her current brief is to help students with the university application process. Due to changes in visa regulations the uptake on her time has lessened considerably.

### Classroom observation record

Number of teachers seen	18
Number of observations	18
Parts of programme(s) observed	all

### Comments

Morning and afternoon classes were observed.

### Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T25 Lesson planning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" 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 type="checkbox"/>	
T30 Feedback and correction	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T31 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T32 Sensitivity and learning atmosphere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

## Comments

T25 All were planned effectively, with needs of students and overall syllabus in mind.

T26 Lessons proceeded logically and purposefully. Transitions between different stages of the lesson and between different types of activities were smooth. Aims were not however always shared with students.

T27 A good range of techniques was displayed, such as the use of a warmer to prefigure the topic of the lesson, elicitation, a checking series of questions to help students articulate an answer, procedures for helping with aspects of pronunciation. In summary, the teaching techniques observed were appropriate, stimulating and effective.

T28 There was good selective use of course books with well-integrated related supplementary materials to bring to life and personalise course book materials. Generally confident handling of IWBs made a positive contribution to the success of the lesson. The digital language lab was not seen in use.

T30 Teachers monitored students' performance carefully and unobtrusively, and often displayed great skill and sensitivity when deciding where and how to intervene with feedback and correction. The work on pronunciation by all teachers was a particular strength.

T31 Students were well used to working with good effect in pairs and small groups. Instructions were clear and good classroom management skills were observed. Some excellent handling of somewhat difficult students was observed.

T32 Students were attentive, receptive and engaged and were positive about the progress they were making. Teachers were unfailingly courteous and showed considerable sensitivity to students. Teachers demonstrated that they had good knowledge of even recently arrived students and were aware of their strengths and weaknesses.

## Classroom observation summary

The general standard of teaching observed in the school was exceptionally high, and reflects the experience and qualifications of the teachers. Teaching was lively, varied and imaginative and focussed on students' language needs. The standard of teaching meets the requirements of the Scheme.

## Teaching and learning summary

The provision comfortably meets the section standard. Teachers are very well qualified and take advantage of the CPD opportunities available. Student progress is very well monitored. Course design is satisfactory, although more focus could be given to study skills and taking advantage of the English-speaking context. The teaching observed was an area of strength.

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" 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"/>	N/a	<input type="checkbox"/>	

## Comments

W1 The school is in an area considered safe and students in the focus group all said that they felt safe and comfortable.

W2 Comprehensive pre-arrival information can be found on the school's website. The information provides students with a clear idea of what to expect of life in the school and in the UK. It usefully includes approximate costs of a wide range of items and activities. Inductions are carried out to a high standard. All staff are readily available to answer any questions students may have and are happy to provide help and support at all times.

W3 Although it is clear that all staff care about students' welfare; students are directed to the accommodation and welfare officer early on in their stay in case of any problems. She is well supported by the trained and experienced child protection officer. This important post is relatively new in the school.

W7 A comprehensive range of practical advice on living in Britain is available in the students' handbook. What to do in the case of arrest has been omitted from the student information as management feels that inclusion would be inappropriate.

### 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	65	1	3
Private home			
Home tuition			
Residential (student houses, halls or hostels)	24		1 residence
Hotel/guesthouse			
Independent self-catering			
<b>Arranged by student/family/guardian</b>			
<i>Students were staying with family or friends or had rented rooms in independent student houses.</i>	74		

#### Comments

The school can offer students homestay and residential accommodation. Advice on alternative options is readily provided.

### Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

W9 Three hosts were visited and found to be of a very high standard. The three hosts were articulate, welcoming and all enjoyed the hosting experience and were delighted with the support offered by the school staff. The hosts knew their students well and were exceptionally attentive to their cultural and social needs. The homes were all clean, very well and comfortably furnished. Random sampling of feedback forms and the student focus group also indicated that accommodation offered is good across the board. The residential accommodation visited was outstanding in every way. Bedrooms, although not en suite, were well furnished with good storage space. The social areas, including the large and bright dining room, were all conducive to good interaction between the residents. Students are well supported by an attentive staff.

W10 All prospective hosts are carefully vetted before being placed on the accommodation register.

W11 All accommodation is carefully monitored. Homestay providers are re-visited at least every two years either by the accommodation officer or her assistant, who is on the teaching staff. Evidence shows that the accommodation officer is proactive if standards slip anywhere.

W13 All prospective hosts are visited before being placed on the accommodation register. A comprehensive checklist is used during the first visit which gives a clear profile of the homestay provider's family and home. The accommodation officer keeps in close touch with newly registered hosts to ensure that the first placements are going smoothly.

W14 Feedback is sought through first week, end of course questionnaires and personal enquiries from staff. Students are actively encouraged to seek help if they have problems with accommodation and any such outcomes are clearly 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 checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" 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 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**

W17 Students aged 18 and under are only ever placed with hosts that have been DBS(CRB) checked.  
W18 Booking arrangements are clear and hosts are provided with useful and informative guidelines. The guidelines set out the level of care and services that are expected from the hosts. Plans were in hand to formally tell hosts of the need to carry out fire risk assessments of their homes.

**Accommodation: residential**

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

**Comments**

W23 The residential accommodation visited was immaculately clean in all areas.

**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 type="checkbox"/>	<input type="checkbox"/>
W26 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Comments**

W26 Very occasionally a student prefers a short hotel stay. In such a case there are a couple of hotels which school staff have inspected and can recommend. The inspectors stayed at one of them and found it to be of an acceptable standard.

**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 A member of the teaching staff is responsible for planning and executing the social programme. The range of activities is wide and provides a number of activities that are either free or at very low cost. The programme is well designed to help students integrate and to learn outside the classroom. Students in the focus group declared themselves very happy with the choice of activities. The activities are staffed by the teachers who are paid to take part. It is a very sociable school and students form friendship groups easily and make their own amusements.  
W29 Risk assessments are in place, but are currently too generic to be of much help to accompanying staff or to

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encourage the updating of venue and activity information.

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**Care of under 18s**

Criteria	Not met	Met	Strength	See comments	N/a
W31 Accommodation and meals provided	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W32 Inclusive leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W33 Activities supervision ratio	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W34 Student rules	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W35 Supervision information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W36 Host awareness	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W37 Responsible adult	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W38 Age-segregated accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W39 Residential supervision ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W40 Contact number for parent	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W41 Contact number for provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W42 Group leaders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

**Comments**

There was only one student under the age of 18 attending the school at the time of the inspection. Child protection policies and procedures are clear. The organisation should be commended for having a Child Protection Officer on the staff. Students under 18 are enrolled on the adult courses and parents/guardians sign the enrolment form agreeing to allow their children to take part in all the school's activities.

W36 Hosts who are asked to look after students under 18 are given information relevant to the age group, such as curfew times.

W39 Residential accommodation is not available to students under 18.

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**Welfare and student services summary**

The provision meets the section standard. All aspects of the welfare provision are given a high priority in the school and all categories of staff work hard to provide a safe and enriching environment for the students. Students' needs for information and advice are well met. Accommodation arrangements are made with care and to a high standard and the leisure programme is efficiently implemented. Care of students and accommodation were both strengths.

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