

Organisation name	St Giles International London Central
Inspection date	7 - 11 October 2013

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"/>

Recommendation

We recommend continued accreditation.

Publishable statement

The British Council inspected and accredited St Giles International London Central in October 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 for details).

This large private language school offers general, academic and professional English for adults (16+).

Strengths were noted in the areas of staff management, student administration, quality assurance, learning resources, academic staff profile, academic management, course design, the care of students, the leisure programme and the care of under 18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	1989
Last full inspection	June 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 schools in Highgate London, Eastbourne and Brighton. Junior summer centres.
Other related non-accredited activities (in brief)	St Giles schools in New York, San Francisco and Vancouver. Franchised schools in Brazil. Initial ELT teacher training courses in the UK. Junior summer courses and initial teacher training courses in the USA.

Private Sector

Date of foundation	1987
Ownership	St Giles Schools of Languages Ltd
Other accreditation/inspection	ISI

Premises profile

Address of main site	Other site(s) inspected	Other site(s) used but not inspected
154 Southampton Row London WC1B 5JX		

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

St Giles Schools of Languages Ltd has freehold ownership of the St Giles London Central school. The school is an elegant eight-storey Victorian building with 56 classrooms spread over the first six floors and residential accommodation for a maximum of 22 students on the seventh and eighth floors. The head office of St Giles International is also located in the building. Since the last inspection many areas of the school have been up-graded and refurbished to a very high standard. As part of the refurbishment the fourth floor was up-graded and includes 12 classrooms and a student lounge for Platinum (professional) courses. There is also a roof garden which can be used for summer events.

Student profile	At inspection	At peak (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
EFL/ESOL Students (eligible courses)	At inspection	At peak (organisation's estimate)
Total EFL/ESOL student numbers (FT/PT)	554 Includes 96 EAP students on language support courses	715
Number on PBS Tier 4 General student visas	4	13
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	271	433
Number on child visitor visas	3	43
Full-time ELT (15+ hours per week) 18 years and over	445	618
Part-time ELT 18 years and over	96 EAP	0
Under 16 years	0	0
Aged 16-17 years	13	97
Minimum age	16	16
Typical age range	25	24
Typical length of stay	7 weeks	7 weeks

Predominant nationalities	Swiss, Korean, Japanese, Turkish, Brazilian, Russian, French, Italian, Spanish, Colombian, Chinese	Swiss, Korean, Japanese, Turkish, Brazilian, Russian, French, Italian, Spanish, Argentinean
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Staff profile	At inspection	At peak (organisation's estimate)
Total number of teachers on eligible ELT courses	65	86
Number teaching ELT under 10 hours/week	5	
Number teaching ELT 10-19 hours/week	11	
Number teaching ELT 20 hours and over/week	49	
Total number of additional support/ancillary staff	24	

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 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

All lessons are for 50 minutes.

General ELT for adults. (GE)

The majority of students are on these courses. The AM-only courses run for 20 or 28 lessons a week and the PM-only courses are for 20 lessons a week. Some morning students opt for an additional four lessons a week and this combination is labelled a full-day course. During these lessons they can choose to take additional general English courses, English for business or examination preparation courses. Within the general English course offer there are examination preparation courses for IELTS, FCE, CAE, CPE and occasionally for TOEFL.

An international semester course of a minimum of 24 weeks is offered.

Platinum courses – English for professionals

These courses are tailor-made for professional people who need to improve their English for their work. Students on the Platinum courses study either one-to-one or in small groups with a maximum of five students. The courses are for 15/20/30/35 lessons per week. Students can also take a Platinum plus course which is a combination of group and one-to one-lessons. Many students follow business English courses, but other ESP areas such as law and journalism are offered.

Teachers of English courses

These courses, which are only run during July/August, are for non-native English teachers and focus on the improvement of English language skills and ELT methodology.

English plus unpaid internship

An English course followed by a work placement related to the student's professional interest.

EAP

A structured EAP language support course is run for the Cass Business school, which is the business school of City University London. This is the second year the course has run. The students, most of whom are from China, are taking post graduate business courses at the business school. The EAP course is held in the St Giles school on a weekly basis on Saturdays. The course began on 5 October and seven sessions will be held in October/November and four in February. Each session is for three hours.

Introduction

The first St Giles school was established in London in 1955 and remains a family-owned organisation. St Giles London Central is the largest of the UK schools owned by the St Giles group; it has been located in the current building for the last sixteen years. Over 3,000 students from about 75 countries study at St Giles London Central every year; 85 percent of them are recruited through agents. Student numbers have declined slightly over

the last two years with fewer longer stay students.

The staffing structure has not changed significantly since the last inspection, although there have been changes in personnel. A new principal was appointed in 2011, there is a new front office team and within the academic management team there have been internal promotions.

Permanent teaching staff have a 30 hour a week contract and temporary teaching staff are employed for a minimum of 15 hours a week. There has been an increase in the number of teachers on permanent contracts.

The work of the St Giles Educational Trust, a charity attached to St Giles International, includes four areas within the school: the ELT reference library and book shop, the "Tuesday" club providing teacher development activities, the teacher training department and the student residence.

The school is used in the evenings by Cactus Foreign Language Training.

There were three inspectors for this inspection, which lasted five days. Two inspectors worked for five days and an additional co-inspector for lesson observation worked for three days. During this time the inspectors met together or separately:

the principal

the office manager/group accountant

the assistant book keeper

the group sales and marketing director (head office)

the director of studies (DoS) for general English

the assistant director of studies (ADoS) for general English

the director of platinum courses (ESP)

the deputy director of platinum courses (ESP)

the senior teacher responsible for EAP (CASS business school)

the teacher responsible for academic counselling

the teacher responsible for additional language support

the learning support co-ordinator

the teacher responsible for the library

general English senior teachers (3) and platinum senior teachers (2)

the senior registrar

the registrar responsible for work placements

the registrar responsible for security

the facilities manager

two accommodation and welfare officers

the accommodation officer responsible for taxi transfers

a general English teacher and a platinum course teacher responsible for the leisure programme in their areas

Focus groups were held with general English teachers and students and with platinum teachers and students.

One inspector visited the St Giles residential accommodation, an external residence and three homestays.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Recruitment (under 18s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M10 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The structures of St Giles International and of the London Central school are clear and the organograms indicate the reporting lines. There are sufficient experienced, well established staff to ensure that all posts can be covered when necessary.

M3 The recently up-dated job descriptions for all staff are clear and reflect the duties being undertaken.

M4 Communication between the school and the wider St Giles international group is effective with regular meetings and training events. Within the school very regular formal and informal meetings are held for management, administrative and teaching staff. Most members of staff reported that communication was generally good, but some of them commented on the fact that the flow of information between them and senior management in the school was not always satisfactory. Teachers benefit from weekly emails from the academic managers and information displayed in the staff room.

M5 Recruitment and appointments procedures are thorough and well-thought out.

M6 Most of the required information is given to prospective employees. However, the fact that reference requests will ask specifically whether there is any reason why the prospective employee should not be employed in situations where they will be responsible for students under 18, is not specified.

M7 All staff have been DBS (CRB) checked.

M8 All staff are given a handbook when they join the school and teachers have an additional teacher's guide. Teachers have the opportunity to observe two classes before they start work and the induction is usually given by their academic manager who uses an induction checklist to ensure that all the required information is covered. Administrative staff have an initial induction from their line-manager and on-going training during their first few months. They also have the opportunity of work-shadowing in other schools in the St Giles group.

M9 An annual appraisal system is in place for all permanent and longer serving staff. There was evidence of appraisals having been carried out for teachers and administrative staff, although not all staff had received their appraisal report. There is a thorough observation schedule for teachers. Administrative staff are monitored by staff from the St Giles international group who act as "mystery shoppers" who contact the school with enquiries and bookings. In the case of unsatisfactory performance staff are initially well-supported but if this support does not lead to improvement, the school's disciplinary procedures come into force (see T12).

M10 Opportunities for continuing professional development (CPD) are available for administrative and teaching staff. St Giles International organises annual conferences for managers, DoSs and teachers. Administrative staff have had regular training courses covering a variety of topics including customer service, child protection, using the "Class" database and the school's attendance policy. Teachers attend an excellent range of in-house teacher development events and external ELT conferences and seminars (see T11).

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M11 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	
M14 Student records	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M16 Conditions and procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M11 The senior registrar leads a team of five registrars (student administrators). They are all able to handle the day-to-day situations in the front office and in addition they each have a special responsibility e.g. student visas, course reports etc. There are clearly sufficient staff to handle the volume of work efficiently at all times of the year.

M12 The majority of students come through agents, who supply them with the required course information. The front office staff have been given special training with regard to the courses and facilities offered and are able to advise students who are making direct bookings.

M13 Enrolment procedures are carried out efficiently.

M14 Local and next of kin/emergency contact details are collected on the enrolment form and then entered on the database.

M15 The attendance and punctuality policy is explained simply in the student guide. Teachers liaise with the compliance officer when absences are noted. Class attendances are input on the database weekly and there are

effective systems for following up absences. The compliance officer regularly visits classes to check attendance.
M16 The student guide has a section on school rules and gives warnings about some activities that are illegal in the UK. The disciplinary code, which is included in the terms and conditions, is written in complex language which cannot be easily understood by all the ELT students. A clear list of what behaviour the school deems to be unacceptable and could lead to expulsion is not given.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M17 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 After the 2009 inspection an action plan was produced and in 2013 a progress report on this action plan was prepared by the present principal. Most of the points have been addressed or are still on-going projects e.g. the refurbishment and up-grading of all areas of the building. Two publicity issues with regard to teacher descriptions and the correct use of the marque still need further attention (see M30 and M31).

M18 There is a strong commitment to the review and improvement of all aspects of the work of the school. The principal has a clear vision for the future improvement of the school. There are several review processes. The inspectors saw the course review from 2012, an internal audit by the St Giles Educational Trust, a self-assessment report based on ISI and Accreditation UK criteria and a school development plan.

M19 Students have the opportunity to complete online feedback questionnaires in week one of their course and when they leave. They can also talk to their teachers during the fortnightly individual feedback sessions. A student focus group has recently been held and a regular schedule for these meetings is planned. All feedback is collated and analysed in great detail and targets are set for improvement. This analysis informs the review process.

M20 On completion of the annual 2012 staff survey the principal analysed the results and presented the main findings and issues to the staff. He highlighted the areas for improvement. Staff can also give feedback during appraisals and the principal has summarised the main points raised during appraisals.

M21 The complaints procedure is written clearly in the student guide and any complaints and action taken are recorded on the database.

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 type="checkbox"/>	
M23 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M31 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The publicity consists of a general brochure and a course dates and prices brochure. These contain information on all the schools in the St Giles group in the UK and abroad. There is a separate brochure for Platinum courses. The brochures and additional information are on the website.

M23 This criterion is met, but the use of the word "family" when describing homestay accommodation may give rise to unrealistic expectations.

M30 Teachers are described as “experienced” and “expert”. As some teachers have only recently completed their initial ELT training, this is not an accurate description.

M31 The accreditation marque containing the additional wording “for the teaching of English in the UK “is not consistently used across the range of publicity.

Management summary

The provision meets and in some areas exceeds the section standard. Management procedures are well established and effective and student administration is efficient. Effective quality control systems are in place. The management works effectively and responsibly to the benefit of both students and staff. Areas of strength were noted in staff management and quality assurance.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staff room(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The school has sufficient rooms for the number of students and staff at the moment, but during the summer peak period the inspectors were informed by some staff and students that the building became overcrowded. The office shared by the two platinum academic managers was not adequate in size.

R2 Most areas have been refurbished to a high standard and are in an excellent state of repair, cleanliness and decoration.

R3 Most classrooms are satisfactory. They are in good decorative order and have comfortable furniture. Although problems concerning ventilation have been addressed, a few of the smaller rooms were still quite warm and were reported to be too hot in the summer. If windows are opened in these rooms, lessons are disturbed by extraneous noise. A programme of classroom up-grading is planned and should be completed in 2015.

R4 The school café, which has been refurbished and extended since the last inspection, provides a pleasant area where students can relax and eat meals or snacks. At busy times nearby classrooms provide additional space where students can consume food. There are also many cafés and restaurants very close to the school. Students in the Platinum centre benefit from the excellent facilities in their exclusive student lounge, where they can relax and work.

R5 Signage is very clear and the displays of general information throughout the school are attractive and very well-organised.

R6 The teachers’ room, which is on the lower ground floor, is used mainly by the general English teachers. It has recently been expanded. The decor and arrangement of the staff kitchen needs improvement. Teachers in the Platinum centre reported that as they were based on the fourth floor it was not convenient for them to use the staffroom on the lower ground floor. Currently most of them use an empty classroom for preparing lessons, which is not ideal. General English teachers have lockers, but there are none available for teachers in the Platinum centre.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Learning technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Most general English students buy a course book from the bookshop in the school. In some circumstances e.g. short stay students and those who join a course near the end, students can borrow a course book on payment of a deposit. All students following platinum courses are given a course book appropriate for their individual needs. Teachers supplement course books with published materials, materials they have created themselves and authentic materials. Students have access to a range of materials in the digital language laboratory, the self-access centre and the library. Many of these resources are online ELT materials.

R8 There is a good stock of materials for all teachers. They reported that they are very satisfied with the resources available. General English resources, which are kept in the staff room, are very well-maintained and organised. In the Platinum centre there is no dedicated space for teachers' resources; they are spread over three different areas which makes it difficult for teachers to access them and keep them well-organised. Teachers of the Platinum courses would welcome a bank of prepared materials on common topics.

R9 Since the last inspection the amount of educational technology in the school has increased significantly. All classrooms have interactive whiteboards (IWB); two different types are in use. A limited number of classrooms have TVs with integrated DVD players. The digital language laboratory is used regularly by teachers. There are also two document cameras/visualisers which teachers can book out to use in the classroom. Students can use computers in the café and in the self-access centre. Teachers can also book the self-access centre for internet based lessons. The staffroom has 15 computers and teachers in the platinum centre have three laptops. In the platinum lounge there are nine computers for teacher and student use and six iPads for students. Teachers can also use the iPads to record students in the classroom. The head of IT and two other members of staff maintain the equipment well and give technical support, but some teachers reported that they needed more training in the use of the two types of IWBs.

R10 The self-access centre, which is open from 8am-7pm during the week and from 10am-4.45pm at weekends, provides students with an appropriately equipped and well-organised area for quiet study. The main resources in the self-access centre are online ELT materials for self-study, but there are also course books, reference books, readers, exam practice books and readers which can be used in the centre. Students who want to borrow DVDs and graded readers can do so in the library.

R11 During induction students are introduced to the self-access centre and given a guide to the self-study files. Teachers are encouraged to take classes there to familiarise their students with the resources.

R12 Teaching and learning resources are reviewed through the course review process and at teachers' meetings. Teachers reported that they felt that any reasonable requests for new resources were usually met with a positive response.

Resources and environment summary

The provision meets the section standard. The recent up-grading of many areas of the school has resulted in premises that are in good decorative order, providing a suitable environment for students and staff. The teaching and learning resources, including educational technology and internet based materials, are appropriate and sufficient in number, and enhance the studies of students. Learning resources is an area of strength.

Teaching and learning

Academic staff qualifications

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	33
Certificate-level ELT/TESOL qualification (TEFLI)	31
Diploma-level ELT/TESOL qualification (TEFLQ) + qualified teacher status (QTS)	
Certificate-level ELT/TESOL qualification (TEFLI) + qualified teacher status (QTS)	1
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	
Total	65

These figures include the academic manager(s)

Comments

For the academic management of general English there is a DoS and an ADoS and for the Platinum courses a director and deputy director. They are included in the profile as they are available for cover teaching.

Academic staff profile

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

Comments

T1 Three general English (GE) teachers and one Platinum teacher do not have level 6 qualifications. Rationales were submitted and accepted within the context of this inspection.

T2 As can be seen from the profile, a substantial proportion of teachers have diploma-level qualifications. All the EAP teachers who work on the language support courses for students at the Cass business school have diploma-level qualifications.

T4 In addition to the GE DoS and ADoS and the Platinum director and deputy director, there are two GE senior teachers and two Platinum senior teachers who support the academic management team, teachers and students. Normally there are four GE senior teachers and appointments for these posts will take place after the inspection. Staff and students benefit from a strong team of experienced managers, who all have diploma-level qualifications.

T6 Staff files are kept in reasonable order, but a few copies of qualifications had not been verified and some references were not in evidence.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T7 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T8 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T12 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T7 The GE DoS takes into account several factors when timetabling teachers: length of EFL experience, whether the teacher is TEFLI or TEFLQ, teacher preferences and his own recommendations for teacher development. Where possible less experienced teachers share classes with colleagues who have more experience and diploma-level qualifications. The majority of teachers in the Platinum centre have skills and experience which equip them to teach English for professionals e.g. law, journalism, banking and business management. The director matches teachers to clients once the pre-arrival online questionnaire and test have been received. The teachers for the Cass business school EAP language support courses are those who have welcomed the opportunity for staff development in this area.

T8 As GE classroom sizes vary and student numbers change each week, timetabling is very much room driven. A weekly grid has been devised to ensure that classes are allocated to appropriate rooms. Timetabling for the Platinum centre is carried out efficiently.

T9 Cover arrangements are in place. Permanent teachers have "stand by" cover slots timetabled and current part-time teachers are often willing to cover. Members of the academic management teams are also available. When the need for cover is known in advance, cover notes are emailed to the teacher. Teachers who have to cover at short notice can refer to the course file and the scheme of work. The inspectors saw the cover system working well during the inspection.

T10 Both the GE and the Platinum teacher's guide give information about continuous enrolment in the school and some suggestions for managing the situation. The GE teaching timetable is organised in such a way that students will be able to fit in academically; courses are organised in two-week blocks and each week is self-contained.

Revision and recycling activities are regularly planned to help new students.

T11 Teachers feel very well-supported by their academic managers and there is a clear and comprehensive teacher development policy for all teachers. General English teachers and Platinum teachers have very practical weekly/fortnightly teacher development sessions. Topics are suggested by teachers or are chosen as a result of lesson observation. Teachers are encouraged to attend local and national training events and to report back to colleagues. Expenses are paid for external events. Temporary teachers who have TEFLI qualifications are also encouraged to gain diploma-level qualifications; funding is given on successful completion of the course and if the teacher is successful in their application for a permanent post. The St Giles educational trust organises staff development activities which take place in the school about six times a year; these workshops are led by published ELT authors and experienced teacher trainers and teachers. The St Giles International group holds annual conferences for academic managers and for teachers. Some permanent teachers are timetabled to have the equivalent of two free lessons per week to engage in an area of research and development or to prepare teacher development sessions. Peer observation takes place and informal “pop in” observations by the academic managers provide the opportunity for developmental feedback. Both teacher’s guides contain useful methodology notes and the library contains a range of professional magazines and a good stock of methodology books.

T12 New teachers are observed in their first week and have a follow-up observation in the same month. In addition, all teachers have three or four formal observations during the year with systematic action planning and follow-up. An annual appraisal system is in place for all permanent and longer serving temporary teachers. Shorter, informal mini appraisals for temporary teaching staff are carried out every three months and are aimed to coincide with contract renewal discussions.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T13 Course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T13 The course design of general English courses has at its core a learner centred approach and an emphasis on learner independence. After a needs analysis the teacher tries to strike a balance between individual needs and the needs of the group. This is done through regular discussion and negotiation with the whole class. The course is based on a course book and a syllabus check list. The book is used for 60 percent of the course and published supplementary materials and authentic materials are used to meet the particular needs of each group. Additional study opportunities are available for students outside the main course hours; students can have an appointment with “the grammar doctor” who helps students with any grammar problems. Each client studying in the Platinum centre has a study programme, which is specifically tailored to their personal needs as identified in the pre-arrival needs analysis and level test.

T14 The introduction of an annual course review has given the academic managers and teachers a formal opportunity to review course design. Informal discussions take place at teachers’ meetings and during staff development sessions. Student feedback also informs the review process. Teachers trial new course books regularly and suggest appropriate books for future courses. Recently the CEFR level descriptors have been introduced. Platinum courses are reviewed at the end of each course through a detailed leaving survey and oral feedback. The first EAP course was reviewed and changes have been made for the current year.

T15 The weekly plan is displayed in classrooms and students in the Platinum centre are given their own copy which is discussed with the teacher on a daily basis.

T16 The general English course structure is described clearly in the teachers’ guide. There is detailed guidance on levels, objectives and methodology. Syllabus check lists are kept in course files. Platinum centre teachers are given examples of possible course design and structure.

T17 There are sections on developing learner autonomy and study skills in the teachers’ guides. Students are encouraged to record new language in a systematic way and dictionaries were used in some lessons. In the self-access centre there is a self-study guide, useful hand-outs encouraging students to “get the best out of their studies” and a series of self-study tasks for each level. However, study and learning strategies could have been more systematically included in the courses.

T18 Teachers are encouraged to conduct some classes outside the classroom e.g. asking directions, describing pictures in an art gallery. Longer stay students benefit from termly educational visits. Students in the Platinum centre are given post course guidance on how to continue practising their English after the course.

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

Comments

T19 The placement procedures for general English and platinum students are efficient. General English students complete a written test and have a structured oral interview on the first day. Platinum students complete an online test before they arrive so that they can begin lessons from the start; this is followed up with a day one assessment by the teacher to confirm the student has been correctly placed.

T20 On general English and Platinum courses student progress is assessed in a variety of ways through continuous assessment and regular homework. General English students have progress tests with results recorded and a fortnightly one-to-one feedback session with their main teacher, who highlights areas where the student has made progress and makes recommendations for further study. There are optional level assessment tests in week eight and when students leave. Platinum students have feedback sessions with their teachers to discuss progress and are also offered the opportunity to take level tests, and at the end of their course they complete a survey to ascertain what progress they have made in terms of their specialist skills.

T21 Barrier tests have to be taken by any student wishing to take an examination. Advice is given by the DoS, ADoS or the academic counsellor.

T22 Formal assessments are not required for the courses offered.

T23 General English students receive an end of course report. This gives information about any test results and grades for the student's skills using the CEFR framework. More detailed reports for agents or parents can be supplied on request. On request Platinum students can receive a lengthy report detailing the course content and resources used, the progress made in grammar, vocabulary and the four skills, and ideas for further language development.

T24 Students who want to enter mainstream higher education in the UK are supported by the academic counsellor and have access to a very useful booklet giving detailed advice about studying in the UK.

Classroom observation record

Number of teachers seen	62
Number of observations	62
Parts of programme(s) observed	general English, ESP - platinum courses

Comments

These figures include two cover teachers. One class was covered by the deputy director of the platinum courses and the other by a permanent teacher who was available for general English cover during the inspection week.

Classroom observation

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

Comments

T25 Most lessons were planned with care and were appropriate to the needs of students and course objectives. The topics chosen were generally appropriate and stimulating. Aims were expressed in terms of learner outcomes and the content was well thought through and staged. The planning in a few lessons lacked detail and the content was not always appropriate for the level or students' needs.

T26 The majority of lesson plans showed thematic coherence and clear progression from easier to more complex tasks. Revision, recycling and homework activities were planned. The weaker plans focused only on course book exercises in a rather mechanical way.

T27 In the better lesson segments teachers used a range of interactive techniques to encourage communication. In most lessons there was clear nomination and useful elicitation of ideas and language. Students were given opportunities where they could personalise the language. Vocabulary was not well presented in a few of the lesson segments, relying mostly on definition as opposed to illustrating in context and checking concepts. A small minority of lessons were too teacher centred with the teacher talking about the language rather than initiating useful practice.

T28 Nearly all teachers made use of the IWB competently and imaginatively. Traditional white boards (TWB) were also used effectively to record students' responses. There were a few instances where the board work was disorganised, with untidy handwriting. In the better lesson segments teachers were able to use and adapt the course book creatively, but in weaker segments the course book exercises were dealt with in a very pedestrian way. A range of resources was managed well e.g. visuals, word/sentence card prompts, hand-outs, authentic materials, listening materials, DVDs and dictionaries. Occasionally classroom furniture was not arranged appropriately for one-to-one teaching.

T29 Most teachers presented accurate oral models of the target language, but occasionally the teacher's language was unnatural, avoiding the grammatical contractions of normal speech, and there were a few instances when language was not suitably graded. Some teachers demonstrated a knowledge of phonological systems by focusing on sounds, word and sentence stress and intonation. Parts of speech were routinely indicated on the white boards. A few spelling mistakes were made on the white boards and in the weaker segments teachers were not able to give clear or accurate explanations of grammar.

T30 Teachers monitored and supported students working individually and in pairs and groups. There were some examples of effective and appropriate correction of grammar, vocabulary and pronunciation and in the better segments self and peer correction were used. Delayed correction techniques were used effectively. Opportunities for the correction of grammatical and phonological errors and for subsequent practice were sometimes missed.

T31 Most lessons were conducted at a good pace with a range of interaction patterns and activities which were managed efficiently. Pairs and groups were often changed to give students the benefit of interacting with as many people as possible. Generally teachers gave clear instructions with the result that students were fully engaged and participated enthusiastically.

T32 The inspectors received very positive feedback from the students about their teachers, their progress and the atmosphere in their classes. Teachers showed sensitivity to the whole class and to individual students and in the better segments differentiated tasks were given when necessary. An element of fun and humour contributed to a positive learning atmosphere in most lessons and to a consistently good rapport between students and teachers.

Classroom observation summary

Overall the teaching observed met the requirements of the Scheme. The standard ranged from unsatisfactory to excellent with the majority being good or very good. Generally lessons were prepared carefully with a coherent sequence of appropriate activities. In the majority of lesson segments rapport between teachers and students was excellent and students were actively engaged and worked well together.

Teaching and learning summary

The provision meets, and in some areas exceeds, the section standard. The teaching observed met the requirements of the Scheme. Teachers are appropriately qualified and are given excellent support by the academic management teams to ensure that their teaching meets the needs of their students. The academic staff profile, academic management and course design are areas 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 The safety and security of all students are a very high priority for the staff and management of the school. Students have access to a useful welcome handbook which gives practical information on many aspects of personal security and living safely in the UK. This is reinforced with a slide presentation on the first morning of the course which re-presents the safety and security information contained in the handbook. Considerable resources have also been allocated in the last six months to ensure the security of the main building. Offices and the student residence are all protected permanently by a proximity card system that only permits entrance to those carrying cards recognised by each protected door. All door locks are controlled by timers and record information about the movement of card holders who pass through. The single entrance to the school is monitored by a security guard between the hours of 0800 and 2100. Automated door locking ensures that only people carrying proximity cards or knowledge of specific lock codes can enter the building when no guard is present. There are very secure systems in place for students arriving at the weekend who have booked accommodation in the student residence.

In addition to the introduction of this card system, more than 20 closed circuit TV cameras have been installed in all areas of the building. They also operate infra-red sensors at night with remote monitoring by a security company. As well as carrying out regular health and safety checks, the maintenance staff check the building every day for hazards and any increased fire risks. General fire safety systems and procedures are of a high standard and each year an audit carried out by an independent company ensures that safety levels are constantly checked. All members of staff are required to read a six page policy on dealing with emergencies. The school also has a high number of qualified first aiders.

In 2013 just under nine percent of the total student population at the school was aged 16 or 17. The school has a detailed child protection policy and two appointed child protection officers. Both had participated in a full-time, two day level two child protection training programme. As well as acting as child protection officers in the school, they organise internal seminars for staff to heighten the awareness of child protection issues.

W2 There is a culture of strong pastoral care from all members of staff and students are provided with help and practical advice as required. Students at the focus group were enthusiastic about the friendly and supportive atmosphere in the school. The school's two welfare officers are formally introduced to all students during their induction and their pictures are in every classroom. Fortnightly tutorials with teachers have pastoral issues on the checklist of points to be covered.

The services of a dedicated learning support officer are promoted and students may arrange appointments as required if they have special learning requirements. An awareness of different individual learning needs is encouraged throughout the school. The canteen provides meals to meet any needs arising from religious observance and prayer rooms are provided. Teachers are systematically made aware of any special needs their students may have arising from religious observance when they receive details of new students joining their class.

W3 Welfare staff are identified in person during the students' induction and their names and pictures are displayed in every classroom. Both nominated staff members have received relevant training in counselling and identifying the likely problems and difficulties of foreign learners in the UK.

W4 There is a written policy and procedure for dealing with abusive and unacceptable behaviour by staff and students. This is made known to students via notices in all classrooms and focuses on the importance of showing respect for all members of the school community. There are guidelines on what they should do if they feel students or staff are behaving badly or inappropriately.

W5 A 24-hour emergency contact number is provided in writing to students. The phone is shared between different members of staff who all receive training and must follow specific procedures when on duty. The information pack they are provided with offers a range of emergency contact numbers and describes procedures they should follow if required. Staff are also remunerated accordingly. This system ensures that staff are well prepared for their time on duty which in turn enhances the reliability of the service.

W6 Transfer costs between the UK point of entry and the accommodation address are provided to students via individual email communications if requested. Transfers arranged by the school are through a well-known local taxi company and the sharing of relevant mobile phone details means that any unforeseen circumstances are dealt with effectively. The school's website offers a range of downloadable PDFs describing travel possibilities and provides links to useful websites which allow students to identify transport options and calculate likely costs. Students using homestays are also encouraged to contact their hosts who provide further useful information and advice.

W7 Appropriate information and advice is given in the student handbook which is emailed as a PDF to enrolled students. It is carefully designed and maintains a good balance between text and pictures to make its content accessible even to students with a basic level of English. Students are also encouraged to complete a quiz based on the handbook's content. Many of the key points are also reinforced in the slide presentation given to students when they arrive.

W8 Students are informed about their rights regarding medical and dental support in the student handbook. The

school has clear systems in place to ensure that students have full access to any medical services they may require.

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	
Arranged by provider/agency			
Homestay	94	9	3
Private home			
Home tuition			
Residential (student houses, halls or hostels)	118		2
Hotel/guesthouse	5		
Independent self-catering			
Arranged by student/family/guardian			
Students own arrangements	228	4	

Comments

The school uses its own homestay providers but in the summer months may in addition work with a London based accommodation agency which is registered with the British Council. The school also manages residential accommodation in the top floor of its school building (17 rooms with 22 beds) as well using other established residential accommodation providers in the London area.

Accommodation: all types

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

Comments

W9 All services and facilities are made available as required. The homestay accommodation visited was of a very satisfactory standard and provided a friendly and positive atmosphere for the students. However, no towels are provided in any residential accommodation. All students are clearly informed about this and laundry facilities are available.

W11 Records of visits were completed and dated with appropriate information about the homestay provision being retained on the school's student data management system. The software provides a report which lists all homestay providers that require visiting. Database records and interviews with hosts confirmed that inspections took place on a regular basis.

W12 Accommodation registers are accurate and up-to-date although not all visits to residential accommodation are recorded systematically.

W14 Students are asked if they are satisfied with their accommodation at the end of their first week of study. There was evidence that problems are dealt with promptly and any action taken is recorded in writing on the feedback questionnaire form before being entered into the database. In addition, during the fortnightly counselling sessions with students, they are asked specifically if they have any problems with their accommodation. This is then reported back to the accommodation department if necessary. Platinum course members are regularly asked about their accommodation during coffee breaks.

W15 The homestay information booklet contains suggestions to assist hosts' meal planning. The school's canteen

offers meal options to students staying in the school's residence or in a residence some fifteen minutes away on foot. Great effort is made to meet the needs of the students and quality assurance systems regularly check to see how students are responding to the provision. Changes may be made if feedback from clients is not of a sufficiently high standard. Homestay providers are routinely provided with student feedback on all the services that they provide, including food.

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 checked="" 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 Signed declarations were noted on file and providers are informed that DBS (CRB) checks may take place.
W18 The hosts visited were fully acquainted with the school's rules with respect to the provision of accommodation services. They were also very positive about the quality of communication and services from the school. The information provided to hosts regarding fire-safety and the needs of 16 and 17 year-old students is up-to-date and accurate. Hosts are invited to a regular social event at the school where they are provided with information on the school's services and have a chance to meet the staff and ask questions.

Accommodation: residential

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

Comments

None.

Accommodation: other

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

W25 The school has designed a detailed hand-out that informs students of the implications of living in bed-sits and flats. Appropriate information is also provided informally on an ad hoc basis as part of general pastoral support.
W26 One inspector used a mid-range hotel on the school's list of recommended hotels which was considered to be very appropriate. The school books the accommodation on behalf of the students and all hotels are monitored via the initial and post-course questionnaires. In addition Platinum course academic managers and teachers regularly check student satisfaction with all aspects of their course and their stay.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W30 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W27 There are attractively designed notice boards on the main staircase walls and landings of all floors which provide general information for London visitors: for example information on attractions which charge no entrance fee and notes about famous writers who lived locally in Bloomsbury. The school's current leisure programme is also displayed. In addition, the weekly social programme is both printed as a hand-out and available on the school's website. The canteen contains leaflet racks and posters and a large screen video loop promotes the school's leisure programme and weekend trips organised by approved travel companies. Teachers responsible for organising the leisure programme are available to students on a regular basis in the canteen where they provide information and take bookings for excursions organised by outside operators.

W28 There is a variety of activities organised every week involving sport, visits to local visitor attractions or social activities. These are either free or involve a small cost. In addition, excursions organised by local reputable touring companies are advertised and sold by the school. All information is noted on the weekly leisure programme and advertised throughout the school on notice boards or on the video loop displayed in the canteen. All teachers are required to participate in the leisure programme as part of their contract with the school.

W29 Written risk assessments are produced for all on-site and off-site activities. These are all specific to individual events. Guidelines are given on how to respond to situations where students might be at risk. Teachers involved in activities are required to sign a document saying they have read the related risk assessment. Any additional risks that 16 and 17 year old students may face are noted and specific guidelines given to activity leaders on how to minimise these risks.

W30 Sporting and leisure activities are led by nominated members of the school's teaching staff who have relevant experience and training.

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 checked="" type="checkbox"/>	<input type="checkbox"/>
W32 Inclusive leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W35 Supervision information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W36 Host awareness	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W37 Responsible adult	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W38 Age-segregated accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W39 Residential supervision ratio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W40 Contact number for parent	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
W42 Group leaders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W31 All 16 and 17 year olds must be accommodated in homestays where half board is provided. This provision is communicated to parents or guardians before the course commences. They are required to sign that they understand that weekday lunches are not provided.

W32 The policy on the students' supervision and safety out of lessons is communicated very clearly to parents before the course commences. They sign to confirm they have understood the scope of the supervision offered.

W34 There are rules for 16 and 17 year olds on what they may do outside the scheduled activity times and guidelines on what is safe and not safe to do. Students are spoken to face-to-face on their first morning by one of the welfare officers and any subsequent absences are automatically followed up immediately. Adherence to rules is checked semi-formally during counselling sessions and by homestay providers. All staff are required to be responsible for the well-being of 16 and 17 year olds.

W35 Information on the supervision of 16 and 17 year olds is very clearly explained in writing to the person making the booking and the terms and conditions are explicit and very clear. Guardians and parents will understand exactly the limits of the school's responsibility in terms of the supervision provided.

W36 There are rules provided for homestay hosts about what 16 and 17 year olds may do outside scheduled classes and activities and about the times when they should return home in the evening. These times are set by the

St Giles group of schools. Interviews with the homestay providers visited indicated that they were familiar with these rules and that they would contact the school if a student was failing to comply. W41 Agents, parents or legal guardians are given the same emergency number as the students. The member of staff on duty is fully briefed to deal with any enquiry.

Welfare and student services summary

The provision meets the section standard and often exceeds it. Areas of strength were noted in the care of students, the leisure programme and the care of under-18s. In addition the school shows a particular strength in the collection of feedback from students on the accommodation provision and in communicating with homestay hosts. The ethos and organisation of the school ensures that the needs of students for security and pastoral care are extremely well met. There is a detailed policy on the care of 16 and 17 year old students and evidence of its implementation. Accommodation options are suitable and managed effectively to the benefit of the students. Students have a range of appropriate information about living in the UK including advice on cultural and leisure activities which is provided in a systematic way. The school's leisure programme is designed to meet the needs of the students and is well managed.
