

Organisation name	Purley Language College
Inspection date	1–2 June 2016

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

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation with a spot check to take place within 12 months, when there is a group course running. The spot check should focus on *Accommodation* and *Care of under 18s*.

Summary statement

The British Council inspected and accredited Purley Language College in June 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (16+) and for under 18s.

The inspection report noted a need for improvement in the areas of accommodation and 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	March 2008
Last full inspection	March 2012
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 non-accredited activities (in brief) at this centre	Other languages, maths and online lessons.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1928
Ownership	Limited Company number 04157059
Other accreditation/inspection	ISI

Premises profile

Address of main site	34 Brighton Road, Purley CR8 3AD
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school premises are located on the main road between London and Brighton, close to Purley station. The buildings consist of a semi-detached Victorian house with a cabin with two rooms in the back garden. There are eight classrooms, a student study room, a staff room, management offices, a coffee/reception area and small gardens to the front and rear.

Student profile

	At inspection	In peak week: (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	4	26
Full-time ELT (15+ hours per week) aged 16–17 years	1	29
Full-time ELT (15+ hours per week) aged under 16	0	68
Part-time ELT aged 18 years and over	16	17
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	21	148
Minimum age	16	8
Typical age range	16–46	8–46
Typical length of stay	8 weeks	3 weeks
Predominant nationalities	Italian, Spanish	French, Italian
Number on PBS Tier 4 General student visas	2	4
Number on PBS Tier 4 child visas	0	2
Number on short-term study visas	0	7

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	2	12
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	1	
Number teaching ELT 20 hours and over/week	1	
Total number of administrative/ancillary staff	3	

Academic staff qualifications to teach ELT/ESOL

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

These figures exclude the academic manager(s)

Comments

The principal and the Director of Studies (DoS), who both teach on some courses, have diploma-level qualifications.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school runs general English courses throughout the year for adults (16+). Purley Language College (PLC) also offers closed groups for young learners and open enrolment junior summer courses for 8 to 17 year-olds. In addition the school offers one-to-one and small group classes.

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	1	0

Private home	0	0
Home tuition	0	0
Residential	1	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
<i>Staying with own family</i>	0	0
<i>Staying in privately rented rooms/flats</i>	18	1
Overall totals adults/under 18s	20	1
Overall total adults + under 18s	21	

Introduction

Purley Language College (PLC) was founded in 1928 and was first accredited in 2008. The current owners hold the posts of director/principal and financial director. The school offers year-round courses in general English and examination courses to adults (16+). Some of the students study full time, but others, many of whom are local au pairs, only study on specific days of the week. The school also runs a large number of short, closed group courses throughout the year (8 to 17 year-olds). In the summer PLC offers a junior summer school for individuals and groups (8 to 17 year-olds).

The inspection took place during the UK school half-term period, so not all of the school's adult students were in attendance and no group courses were running. The inspection was extended to two full days to ensure that the inspectors were able to obtain all of the relevant information and documentation from the school. Interviews were held with the principal, the Director of Studies (DoS)/centre manager, the office manager, and the two part-time accommodation officers. Focus groups were held with the two teachers and all of the students studying in the morning of the second day of the inspection. One of the inspectors visited two homestays and the school residential accommodation. The inspectors held a round-up with the principal and the DoS at the end of the inspection.

Management

Legal and statutory regulations

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

Comments

M1 Sampling identified the following issue: Copyright regulations had been breached as in one class more than the permitted amount of a coursebook had been photocopied. The school should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
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Comments

M2 The structure of the school is clear in most respects. The principal is assisted by the financial director, a DoS/centre manager, an office manager and two part-time accommodation officers. Neither the organogram nor job descriptions make clear the line management of the accommodation officers.

M3 Duties are specified in job descriptions but these do not follow a standard format and do not always clearly specify reporting lines.

M4 Communication generally works well both informally and formally within the school. The principal and the DoS share an office. There are meetings with teachers three times a week and weekly administration meetings.

M9 In addition to weekly in-house seminars, teachers are encouraged to attend external seminars. Management and administrative staff attend appropriate training courses. The school had funded one of its teachers to enrol on a diploma-level teaching course.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 Students commented that all staff had been courteous and helpful to them.

M14 The school's attendance policy is known to staff and students and is appropriately monitored by teachers and office staff.

Quality assurance

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

Comments

M17 The school's systems and processes are reviewed as part of the school's development plan and as a consequence of its annual educational oversight inspections.

M18 Student feedback is gathered at the beginning and end of students' courses. Some of the feedback obtained from students had not been relayed to relevant staff.

M19 Staff feedback is obtained through informal channels, meetings, appraisals and an online staff feedback form. There was clear evidence of action having been taken on the basis of staff suggestions.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The primary source of publicity is the school's website. Social media sites are also used.

M21 Most of the school's information and publicity is written in accessible English.

M22 The description of the school premises and facilities is accurate, but no information is given about the alternative premises that might be used for lessons in the summer.

M23 Course descriptions for adult courses can be found in files on the school's website.

M26 The price list states that adult courses are for '18+', but the text underneath refers to 16 and 17 year-olds being able to join adult classes.

M29 The school is using an incorrect form of the Accreditation Scheme marque on the website. The website does not make clear that other languages, maths and skype lessons are not covered by British Council accreditation.

Management summary

The provision meets the section standard. The management largely works to the benefit of students and staff. Feedback is obtained from both students and staff. The school's publicity is clear and accurate. Job descriptions need to be improved. Sampling of documentation revealed issues in relation to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

R2 All of the school premises are in a reasonable state of repair including the front garden, the back garden and the garden cabins.

R3 Classrooms benefit from having natural light, and are big enough for the number of students who use them.

R4 Students can relax in classrooms, in the coffee room, in the study room and in the large front garden which has tables and a table tennis table. PLC offers free water and cheap hot drinks and there is a large supermarket and coffee shop close to the school.

Learning resources

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

Comments

R7 Teachers can use a variety of coursebooks and supplementary materials, although at the time of the inspection, most of the materials given to students consisted of photocopies.

R8 There is a large range of up-to-date materials and resources available to teachers. These resources are well-maintained and organised.

R10 The resources in the study centre include novels, readers, DVDs, self-study books and eight computers. Additional computers are located in one of the classrooms and in the coffee room.

Resources and environment summary

The provision meets the section standard. The learning resources and premises support and enhance the study of students and provide an appropriate professional environment for teachers.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T4 The DoS has a diploma-level qualification and has managed in a number of language schools in the UK. He has over 20 years' ELT experience. The principal also has a diploma-level qualification and is actively involved in the development of academic management systems.

Academic management

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

Comments

T8 Cover is provided by the DoS and the principal and by a bank of teachers.

T9 Students can enrol in any week of the year and classes comprise a mixture of full-time and part-time students, some of whom only study on certain days of the week. In this context insufficient attention is paid to continuous enrolment as there are no notes related to this topic in the teachers' handbook and students do not receive weekly plans or coursebooks.

T10 Teachers were very satisfied with the level of support they received from the DoS and the weekly professional development sessions the school provides. One of the teachers had been financially supported to take a diploma-level teaching course.

T11 Most teachers had been observed in 2015, but only one observation had been conducted in 2016. The observation form does not include a section for action planning and the comments on completed forms do not include clear action plan steps for improving teaching performance.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines and outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 General English course design is based around coursebooks. Closed group courses are customised to meet the needs of learners. The summer school courses are based around topic themes and are project based. The course structure for adults is not sufficiently described in writing for teachers' guidance and does not, for example, appear in the teachers' handbook. The junior summer school and year-round closed groups handbook provides guidance regarding these courses.

T14 The general English courses are based on coursebooks but students do not normally receive copies of these. There are no weekly plans made available to students, so course learning outcomes are largely not made known to students.

T15 Although there are reading and writing tips displayed in the study room, no systematic attention is paid to helping students to develop study and learning skills on general English courses.

T16 Students are encouraged to develop their language skills outside the classroom in a number of ways including induction quizzes and suggestions of questions to ask homestay hosts in the student handbook.

Learner management

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

Comments

T17 Student placement includes a writing and oral assessment. A student profile is devised and discussed in detail with teachers.

T18 Students receive progress tests and tutorials with the DoS. Tutorials with teachers do not follow a standard set of questions and student individual learning plans do not focus sufficiently on learning outcomes. Students do, however, benefit from DoS study review meetings.

Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	General English courses in the morning and an afternoon examination class.

Comments

None.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers displayed accurate models of spoken and written English.

T24 Teachers showed a good awareness of the cultural and linguistic backgrounds of students. The course objectives of some general English classes were insufficiently clear.

T25 The short term learning outcomes in lessons were clear and lessons were well staged.

T26 Lessons included effective elicitation and questioning techniques. Pairwork activities were well used in most of the lesson segments observed.

T27 Good use was made of the projector and whiteboards. In one class the teacher was sitting unnecessarily at some distance from the students.

T28 Teachers used a range of appropriate feedback techniques including peer assessment. Students received praise and positive comments from teachers.

T30 There was a positive learning atmosphere in all of the lessons observed.

Classroom observation summary

The teaching observed was generally good. Lessons had been well planned. Good use was made of questioning techniques and pair work. The learning atmospheres in the lessons observed were positive. The teaching observed met the requirements of the Scheme.

Teaching and learning summary

The provision meets the section standard. Academic managers and teachers are appropriately qualified.

Programmes of study are largely managed for the benefit of students. The academic management of continuous enrolment and aspects of course design need to be improved. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

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

Comments

W1 All entrances to the school are covered by CCTV, and there is key pad entry on the front and back door. The front entrance is overseen by the office manager but sightlines could be improved by moving her desk to a front-facing position. There is no signing-in book for visitors. Students receive information at their induction on what to do in the event of a fire and are shown the fire exits during their tour of the building. Although fire drills are conducted, these take place when most students are not in the building.

Students are warned of the dangers of crossing the busy dual carriageway outside the school and a large road safety poster is displayed near reception. All students aged under 18 in closed groups are issued with identity cards and these are held on lanyards.

W2 Students receive appropriate pastoral care. A classroom can be made available for religious observance. Students in the focus group commented favourably on the assistance they receive from staff. Induction procedures include a local town walk and a first-day quiz.

W3 The DoS is the named person and is identified to students at induction. Photographs of school staff are displayed in the entrance hall.

W4 Policies and procedures for dealing with abusive behaviour are detailed in the student and staff handbooks and are available on the school's website. The DoS is the Prevent Lead and has undertaken advanced training. All staff have undergone Prevent training.

W5 Students are issued with a card containing two 24-hour emergency numbers at induction.

W6 Students receive comprehensive information about getting from their arrival point to their accommodation. A meet and greet service is offered and the school has a minibus which is available to help group leaders with transport demands.

W7 Appropriate advice is available in a student information folder in the student study room. The student handbook for juniors is written in generally accessible language with accompanying graphic detail. A number of colloquial phrases which might be misunderstood by students were removed during the inspection. Some useful questions for students to ask their homestay hosts are included in the handbook.

W8 The student information folder, which is located in the study room, contains information on where to obtain medical treatment but there are no guidelines on students' rights to treatment through the NHS.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school offers accommodation in homestays and in its own residence. The majority of students find their own accommodation or stay with family members. At the time of the inspection one student was staying in homestay accommodation and one was staying in the school residence located close to the school.

One inspector visited two homestays and the school residence. One homestay host was not available due to illness and the accommodation officer was unable to find a replacement for the scheduled visit.

The school residence, in a large detached house located two doors from the school, opened in January 2016. It has been extensively refurbished to a high standard. On the ground floor there is a large lounge, adjoining dining room and shared kitchen. The residence is managed by a resident housekeeper who has a flat on the ground floor. There are seven en-suite bedrooms available.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The homestay accommodation visited was of a satisfactory standard and the homes offered comfortable accommodation. The hosts were welcoming and clearly enjoyed hosting students.

W10 The school has a total of 198 available homestay hosts and records indicated that all the hosts had been visited. However, some accommodation visiting forms did not record the date for the next visit and checklists did not include the requirement to check that fire risk assessments and annual Gas Safe certificates were in place. See W11 and W12 below.

W11 Some of the homestays had not been visited in the last two years.

W12 Records provided at inspection showed that 21 hosts had not completed fire risk assessments and that 37 hosts had not provided gas safe certificates.

W14 Informal feedback is obtained from students and group leaders and a photograph of the accommodation officer is displayed on the noticeboard in the lobby. However, the two part-time accommodation officers are not easily accessible as their office, in one of the garden cabins, is located behind the main school. The accommodation officers had no knowledge of the initial feedback questionnaire which is made available to students.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W16 Although specific requests are obtained from agents in writing that up to four students will be accommodated in the same bedroom, the accommodation officer confirmed that two hosts had hosted six students in their homes in 2016. One of these hosts was visited at this inspection.

W17 The homestay application form is sent by email to all hosts and they are required to confirm agreement to the relevant rules, terms and conditions when they return the form.

Accommodation: residential

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

Comments

None.

Accommodation: other

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

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Leaflets displayed in reception provide information about social, cultural and sporting events in the local area and in London. A list of useful websites is displayed on a noticeboard in the study room.

W27 The school manager organises a limited leisure programme outside the summer months. Two free activities and a full-day weekend excursion are offered each week. During the peak summer weeks a more varied programme is offered and students are accompanied by a part-time activity leader. Short-stay young learners have pre-agreed and pre-arranged leisure programmes and they are accompanied by their group leaders as well as school staff when needed.

Welfare and student services summary

The provision meets the section standard. The needs of the students for security, pastoral care, information,

suitable accommodation and leisure activities are largely met. However, there are some systemic weaknesses in the management of the accommodation provision. There is a need for improvement in *Accommodation*.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

One 16-year-old Albanian student was enrolled on an adult course, on a tuition-only basis, at the time of the inspection. His accommodation, in foster care, was provided by the local authority. The school takes 16 and 17 year-olds on adult courses, and runs short-stay young learner programmes throughout the year for students aged 8 to 17. All students under the age of 18 are accommodated in homestay accommodation.

C1 There is a clear safeguarding policy in place covering a number of procedures including safer recruitment and handling allegations. The policy is not dated and incorrect reference is made to CRB, rather than DBS declarations. The documentation does not include guidelines on how to handle delayed DBS checks. The management handbook names the office manager incorrectly as the named member of staff for implementing the policy and responding to child protection allegations.

C2 Staff have received basic training. The DoS, who is responsible for safeguarding, has received specialist training. The office manager and the director have received advanced training. The policy is made known to homestay hosts via the school's website; however, there is no requirement for them to confirm they have read the policy and they have not received any specific training.

C3 There is no information available before enrolment about the level of care under 18s can expect to receive during or after scheduled activities.

C4 Appropriate suitability checks are carried out on staff and homestay hosts. The inspectors were informed that students in short-stay groups were supervised by their group leaders, who were teachers and had had relevant police checks. After the inspection inspectors were sent information to confirm that checks had been conducted on some but not all group leaders.

C6 Students in groups who are under the age of 18 are not allowed to leave the premises unless they are accompanied by their group leader or homestay host.

C8 There are satisfactory arrangements in place for the safety and supervision of students. Homestay hosts are required to bring their students under age 18 to school and collect them after class.

Care of under 18s summary

The provision just meets the section standard overall. The provision for safeguarding students within the organisation, in accommodation and during leisure activities is appropriate. There are some inaccuracies and omissions in the safeguarding documentation. The school should include information in publicity on the level of care provided to students under 18 on adult courses. There was insufficient evidence provided that police checks had been obtained for all group leaders. There is a need for improvement in *Care of under 18s*.

