

Organisation name	Excel English, London
Inspection date	5 - 6 June 2013

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

### Recommendation

We recommend continued accreditation.

### Publishable statement

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

This private language school offers courses in general and professional English for adults (16+) and for closed groups, and vacation courses for under-18s.

Strengths were noted in the areas of staff management, quality assurance, publicity, premises and facilities, learning resources, academic management, course design, teaching, care of students, accommodation, leisure opportunities, 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	1991
Last full inspection	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	N/a
Other related non-accredited activities (in brief)	N/a

### Private Sector

Date of foundation	1989
Ownership	limited company since 1995
Other accreditation/inspection	ISI

### Premises profile

Address of main site	Other site(s) inspected	Other site(s) used but not inspected
The Hall 8 Muswell Hill London N10 3TD	Barnet College Wood Street Hertfordshire EN5 4AZ	

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

The Hall is an airy, attractive, purpose built school, set back from the road in protected woodland in Muswell Hill, North London. The ground floor comprises a reception, offices, four classrooms, toilets including one for people with disabilities, and a large student common room which leads onto a stepped terrace with outdoor seating. The partition between the two garden classrooms can be removed to make one larger room suitable for meetings or social activities. In one section of the student common room there is a kitchen area with refrigerated cabinets for students' lunches, microwave ovens, a chilled water machine and tea and coffee making facilities. On the first floor there are a further four classrooms, toilets, and a large self access room, equipped with computers and tables for quiet study.

The grounds have been enhanced by a new wildlife pond. Work on steps to improve access to the pond area was in progress during the inspection, and further landscaping and resurfacing of the driveway is scheduled to take place later in the year.

The English London Experience (TELE) summer course for 12-17 year olds was inspected in 2006 when it was first run. It now uses different premises and as these are being used for the second year it was decided to visit them although the course was not running at the time. The Barnet College Campus is located just off the lively high street in High Barnet, which is a pleasant suburban area with its own underground station. The College is housed in a recently renovated building with state-of-the-art classrooms and facilities. At the heart of the campus is an original Tudor hall where TELE students are served their meals. The inspector was also able to visit the nearby residence, Graseby Hall, a four storey building used by students on TELE courses.

Student profile	At inspection	At peak (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
<b>EFL/ESOL Students</b> (eligible courses)	At inspection	At peak (organisation's estimate)
Total EFL/ESOL student numbers (FT/PT)	39	188
Number on PBS Tier 4 General student visas	0	1
Number on PBS Tier 4 child visas	0	0
Number on student visitor visas	20	70
Number on child visitor visas	1	15

Full-time ELT (15+ hours per week) 18 years and over	38	115
Part-time ELT 18 years and over	0	3
Under 16 years	0	0
Aged 16-17 years	1	70
Minimum age	16	16
Typical age range	17 - 53	16 - 50
Typical length of stay	2 - 48 weeks	2012: 3.96 weeks, 2011: 5.20 weeks
Predominant nationalities	Swiss, Japanese, Thai, Saudi Arabian	Italian, Russian, Brazilian, Japanese

<b>Staff profile</b>	At inspection	At peak (organisation's estimate)
Total number of teachers on eligible ELT courses	7	14
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10-19 hours/week	1	
Number teaching ELT 20 hours and over/week	6	
Total number of additional support/ancillary staff	7	

### Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes	<input 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Comments

The school's core offering is General English. Most students study for 22.5 hours per week, but there is a 15 hour per week option and a small handful of students, typically au pairs living locally, attend 2-3 afternoons per week. Examination preparation courses including Cambridge (six weeks) and IELTS (four weeks) are run at fixed dates throughout the year.

English Experience courses which include 15 hours of General English with options such as floristry, fashion, aromatherapy, horse riding, golf, etc in the afternoons are taken up by some students. One student was following a fashion option during the inspection.

Courses for professionals including Business English and for overseas teachers are also offered. There is only occasional demand for the former but the New Ideas for the English Classroom and English for Teachers of Other Subjects, which have language improvement and methodology components and are eligible for some EU sponsorship, have proved popular and run at fixed times throughout the year.

The English in London Experience (TELE) courses for 12-17 year olds held in Barnet College includes 15 hours General English, closely linked to the programme of afternoon excursions.

### Introduction

This well established school is a member of The English Network (TEN) a group of ten individually owned UK schools whose directors benefit from mutual support provided by fellow owner/directors and which now has an expanding marketing role. Excel is also a member of Quality English, an international group.

Founded 24 years ago, the school continues to be run by its founder director/principal with help from an established

team of administrative staff and teachers. It continues to develop on every front. New classrooms were built before the last inspection and there is planning permission, which may be activated in 2014, for another building in the grounds to provide extra classrooms and/or office space.

The school prides itself on its friendly international atmosphere and students from over a dozen countries were present during the inspection. In 2012 students from 45 countries were enrolled.

To maintain and grow the numbers of students, a small marketing team has been established to work with the principal. This includes the school's media specialist who also acts as PA to the principal, a Business Development manager (Asia) and a marketing manager.

The inspection lasted a day and a half. Interviews were held with the principal and the staff, all teachers were observed and focus groups were held with teachers and with students. One inspector visited two homestay providers, the residence used by the year-round students, the summer teaching premises and the Barnet College residence used by the 12-17 year olds on the summer vacation TELE courses.

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Recruitment (under 18s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M7 Declarations (under 18s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M8 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 management structure is clear: the principal is assisted on the administrative side by a student services manager and coordinator, a finance manager and the media specialist who recently redesigned the website, does some marketing and also acts as the principal's personal assistant. Two new appointments within the last year have strengthened the marketing team. On the academic side she delegates to an academic manager who is in turn supported by a teacher trainer who is responsible for the courses for overseas teachers. This trainer has had a couple of months off work because of health problems but is due to return in July/August. The clarity of the structure and the continuity provided is an area of strength.

M3 Job/position descriptions have recently been revised to include key accountabilities and indicators of effectiveness. These have been thoroughly thought through, and now form the basis of staff appraisals (see M9).

M4 Communications are both formal and informal. Regular teachers' and administrative meetings are minuted and there is frequent informal contact on a daily basis. The principal's office opens off the students' common room so she has frequent contact with students, too.

M5 The school's human resource policies are thorough and have resulted in a motivated team who work very effectively together. The director/principal has the assistance of an external HR consultant to advise on policies and review relevant paperwork. There is good continuity in the school with long stay staff, and many of the summer staff are returners, including the course director and senior teacher of the TELE course, both in their fifth year, and an activity organiser and teachers. This is an area of strength.

M7 Permanent staff have all undergone full DBS (CRB) checks and all staff sign declarations.

M8 Two new members of the marketing team have had individualised two-week induction programmes arranged for them. Induction procedures for summer teachers and activity leaders are detailed and practical, including training by the principal. Useful checklists ensure consistency. This is an area of strength.

M9 Individualised appraisal documentation, based on the position descriptions and indicators of effectiveness, have been drawn up, and appraisals are being rolled out. All the permanent teaching staff and some administrators have had theirs, and others are planned for later in the year.

M10 The school invests significantly in professional development for all categories of staff. The administrative staff have all followed online Child Protection courses, two have recently received First Aid training and computer training related to upgraded software is regularly undertaken. The school hosted, and staff attended, the annual TEN conference for administrative staff in November 2012. On the academic side it has sponsored two teachers to upgrade their qualifications, and the academic manager is currently following a DELTM course run by English UK. He also attends LONDOSA meetings. This is an area of strength.

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

#### Comments

M11 Efficient and friendly staff, who between them speak several languages, handle all aspects of the enrolment process in an effective manner. This is an area of strength.

M14 The school has made real efforts over the last three years to collect students' next of kin and local and home details since this was a PTBA in the last report. Paper systems were working effectively but during the recent transition to the new e-learning platform where contact details are now collected some glitches have occurred. The school is fully aware of this problem, and is working with the software company to adapt the programme. The relevant information was available in hard copy.

M15 There is a clear policy on punctuality and attendance which is strictly enforced, and largely appreciated by staff and students.

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

#### Comments

M17 The small number of PTBA on the 2009 report were addressed immediately after the last inspection.

M18 Excel English reviews its policies and procedures on a regular basis. Inspectors saw an impressive development plan for the following year(s) which covers all aspects of the provision.

M19 Students complete initial and end of course questionnaires on General English and specialist courses. These are checked, the results collated and discussed with staff. A number of changes e.g. to the lunch break, class sizes, provision for refreshments, etc have resulted.

M20 There is an exit questionnaire for teachers leaving the school and end of course feedback on specialist and General English courses is sought. Detailed reports by the TELE course director and director of studies (DOS) include recommendations for the following year, which are considered and often implemented.

## Publicity

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

### Comments

M22 The school has recently redesigned its website to make it accessible to students using a wider range of electronic devices (phones, tablets and computers). Courses are now classified according to students' ages and there is a separate agents' section. The language used throughout is clear and accessible, and the information accurate.

A glossy shell with inserts covering the various courses supplements the website, and there are plans for a fold up poster/brochure for the TELE courses. Excel English is also included in TEN publicity.

M24 Course descriptions, with specimen timetables, are appropriately detailed on the website and in the brochures/leaflets for students and agents.

M27 Publicity emphasises the school's commitment to treating students as individuals and meeting their varied needs. There is a very clear description of the levels of care provided for adults, for 16-17 year olds on adult courses and for the 12-17 year olds on TELE courses. The school's anti-bullying policy, their child and vulnerable adult protection policy statement, complaints procedure and provision for students with special needs/disabilities are all available on the website for students, parents and agents. This level of detail and transparency is commendable and is an area of strength.

M28 There are accurate descriptions of the homestay and residential accommodation provided, and the benefits of both are outlined. It is also clearly stated that some accommodation is found through an accommodation agency which is registered with the British Council.

## Management summary

The section standard is met and exceeded in many respects. An experienced, hardworking and highly motivated team provides a very high quality of service to students, the school's procedures are effective and publicity gives an accurate picture of the school and its services. Satisfaction levels as expressed in students' feedback questionnaires and the focus group confirmed inspectors' impressions that the school's systems work to the benefit of the students.

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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's rooms are all a good size, and since class maximum numbers were reduced to 12 for General English and eight for examination courses, all are comfortable for the numbers taught even at peak.

R2 The premises are decorated and maintained to a very high standard.

R3 Classrooms and the large self access room are all well equipped and well furnished. The furniture is light enough to be easily reconfigured according to class activities and teacher/student preferences.

R4 Students have an attractive and well furnished student room where they can relax, watch TV, buy snacks from vending machines, eat, and make their own drinks. In good weather, students sit on benches all around the terraced area. The school has devised an original solution to the problem of dirty cups, which works very well.

R5 Wall displays are attractive and well organised. They provide useful information about the school, the social programme, the local environment and essential facilities.

R6 The teachers' room was redesigned by the staff and it has been refurbished to provide work space for a dozen teachers and accessible storage for teaching materials. It offers a bright, attractive environment, with lockers and storage for teachers' personal possessions.

## 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Learning technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

## Comments

R7 The school has a very good selection of appropriate and up-to-date learning materials, many with CDs and all suitable for the courses taught. There are class sets of dictionaries at different levels. Materials are well organised and rotated in case students need to repeat a level, materials for the afternoon skills-based classes are kept separate to avoid overlap, and as new materials become available, they are trialled. The TELE summer course uses specially designed worksheets, many colour photocopied and relating to their excursions and activities. Students add to these with their own work, diary entries, etc which they file to provide an attractive and useful record of their time in London.

R8 Teachers have an up-to-date selection of reference works to help their professional development, some bought for teachers upgrading their qualifications or following the overseas teachers' courses.

R9 The school introduced one Interactive Whiteboard (IWB) some years ago and has since installed them in four more classrooms. There has been substantial training for staff in their use. Other resources include a photocopier, computers and printers in the staff room, CD players and the new online e-learning programme.

R10 The school subscribes to an online e-learning platform which offers a very wide range of self study activities at various levels. Students are enrolled as soon as they book and confirm their email address and can continue to use it until three months after their departure. With an extensive and constantly updated range of authentic materials, vocabulary and skills practice as well as grammar exercises; this is a strength in the provision.

R12 The academic manager has an annual budget for resources, and deploys this in consultation with the staff.

## Resources and environment summary

The section standard is met and exceeded in many respects. The premises provide a stylish, well maintained and very comfortable environment for students with good space for studying and relaxation. The terrace and woodland areas for use in good weather are an asset. Space for staff is entirely satisfactory. The school has invested in print and online resources, the latter used for administrative and educational purposes by staff and students.

## Teaching and learning

### Academic staff qualifications

Profile at inspection	
Professional qualifications	Total number of teachers

Diploma-level ELT/TESOL qualification (TEFLQ)	3
Certificate-level ELT/TESOL qualification (TEFLI)	4
Diploma-level ELT/TESOL qualification (TEFLQ) + qualified teacher status (QTS)	
Certificate-level ELT/TESOL qualification (TEFLI) + qualified teacher status (QTS)	
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	
<b>Total</b>	7

These figures exclude the academic manager(s)

#### Comments

The academic manager and teacher trainer are both TEFLQ, as is the principal, but they are not included in the figures above as they were not teaching during the period of the inspection.

#### 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 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 Only one teacher did not have a degree or equivalent qualification. A rationale for his employment was provided, and was accepted in the context of this inspection.

T2 All teachers have appropriate qualifications, and three are TEFLQ. A number have had extensive experience teaching both overseas and in the UK, and two have professional backgrounds in business and in law so are appropriately experienced to teach specialist courses.

T4 The academic management team for the main school comprises the academic manager and the teacher trainer. The latter was off due to ill health and hopes to return in the summer. For several years there was a senior teacher available for day to day teacher support. She stepped down from that role for personal reasons, but remains a teacher in the school, and still offers teachers informal educational support within her new hours. The school decided against recruiting an assistant director of studies (ADOS)/senior teacher just before the summer but two teachers, one of whom is TEFLQ, have been allocated time, one to help with teacher support and observation, the other with administrative duties, until the return of the teacher trainer in July or August and the appointment of a new senior teacher in the autumn.

The TELE course senior teacher is TEFLQ by virtue of a BA in TEFL and an MA in Philology from her home country and she has several years experience teaching at secondary level, the same level as the TELE students and for Excel English on previous TELE courses.

T6 The files sampled which included the TELE course senior staff were all in good order, with the copies of relevant documents verified.

#### 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 type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	



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

#### Comments

T7 Teachers are deployed according to their experience and interests, and paired with more experienced colleagues when tackling new levels and types of courses for the first time.

T8 The school's timetable runs from 8.30-14.20 year-round but in the summer is a double bank system with other classes from 14.40-18.00. During these six to eight weeks all students have alternating afternoon and morning classes.

T9 Teachers working part-time can often cover for known absences and the school has a pool of experienced teachers living locally who can also be called upon.

T10 Continuous enrolment is handled well. Teachers get the names and profiles/needs analyses of new students on Mondays and students start classes on Tuesdays, students with specific weakness can be referred to the online e-learning platform, and the size of the school and supportive atmosphere enable them to settle in without disruption to fellow students.

T11 Teachers all commented on the support available from within the staffroom, including from the former senior teacher. There are fortnightly in-service training workshops, often led by teachers as well as by the academic manager. Teachers attending external workshops feed back to staff, and there has been substantial training on new technology including the IVBs and the new online e-learning platform.

#### 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 type="checkbox"/>	
T16 Course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T17 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 General English and examination preparation courses are largely text book based, and there is a syllabus at each level listing grammatical forms, topic areas, functions, lexical sets, skills and pronunciation appropriate to the level. This acts as a useful checklist. Teachers are also encouraged to, and do, adapt materials to their students' needs. Specialist courses such as British Culture or Teachers' methodology courses have their own materials, and the course content is adapted according to students' preferences.

T14 Courses are reviewed and/or created in response to students' requests and changing needs. The new Culture course and several of the Experience courses (fashion, floristry) came about in response to requests.

T16 Teachers focus on structure in the morning classes and on skills and vocabulary development in the afternoon classes. They liaise to ensure a coherent programme for the students.

T17 The students' handbook provides very practical guidance to help students make the most of their lessons, Students get advice during induction and tutorials on using the e-learning platform. This latter is being constantly updated and is a rich source of language practice for students.

T18 Summer TELE courses integrate preparation for afternoon excursions into class work so that the students get the maximum benefit from these activities. Year-round students have regular homework and a social programme, much of which is free, to help them make the most of studying here but no other systems are in place.

#### Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T19 Placement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T21 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T22 Assessment criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

#### Comments

T20 Students have formal mid-course (four weekly) and end-of-course (eight weekly) tests followed by tutorials with their teachers, with mini tests every two weeks. The new e-learning platform is used by students and teachers together to record tutorial feedback and set goals. Welfare issues are covered as well as students' progress. Future plans include more in-service training in goal setting but this is already a strength in the provision.

#### Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	General English, examination preparation, skills based classes.

#### Comments

None.

#### Classroom observation

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

#### Comments

T25 The lessons observed were all well planned, and appropriate to the levels and needs of the students. Teachers chose adult and topical subjects to engage their students, and planned a variety of activities to vary the pace of lessons.

T27 Lesson segments seen included amongst others listening practice, reading, practice for oral examinations and mini presentations following a class project. Activities were well set up and there were good examples of questioning which challenged students and promoted extended oral contributions.

T28 A variety of the school's resources were seen in use including class sets of dictionaries and visual prompts for narrative building. The IWB was creatively used in a couple of segments while in others it was used in place of a traditional whiteboard. Opportunities to involve students in its use were not exploited. School policies to list new vocabulary items and the day's activities on the board were generally well followed.

T29 Teachers' years of experience and their professional knowledge and competence were evident in many segments seen. They modelled new language clearly, asked good checking questions, controlled their own input and in general handled questions economically and effectively.

T30 Monitoring of individual and group work was generally good, on the spot correction was mainly handled by the teacher, and there were some good examples of teachers noting student errors in fluency activities for later analysis and correction.

T31 Many classes were small, but in those and in larger classes teachers' good classroom management skills were evident. Instructions were clear and sometimes checked, students were paired with students of different nationalities, and there was in general a good balance of whole class, pair and small group work.

T32 In every segment seen students were engaged and participated well. They responded positively to the many opportunities provided for language practice. Teachers clearly knew their students well, used their names, referred to their countries and interests and gave equal coverage to all.

#### Classroom observation summary

The teaching observed met and in many cases exceeded the section standard. All the teaching seen was satisfactory, and a significant proportion was of a higher standard. Teachers had prepared their lessons thoroughly,

in line with course aims and student needs. There was a positive learning atmosphere in every class, and students commented positively on their teachers' professionalism, knowledge, patience and friendliness. Students considered their English was improving steadily, and were happy with the provision.

### Teaching and learning summary

The section standard is met and exceeded in several respects. Staff have appropriate professional and TEFL qualifications and many have substantial teaching experience. The schemes of work are well designed. General English and examination preparation courses are largely course book based but teachers also have a clear and practical syllabus which helps them meet their students' specific needs. Teacher support is good and the teaching observed met and often exceeded the requirements of the Scheme.

### Welfare and student services

#### Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" 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 type="checkbox"/>	

#### Comments

W1 Policy documents are rigorous, well-constructed and clearly written both for students and staff. There are thorough procedures in place that are clearly displayed throughout the school, included in handbooks and form part of staff and student induction. Risk assessments are comprehensive and staff are required to sign that they have read the assessment and are aware of procedures that must be followed and of their responsibilities.

W2 There is a very strong student centred ethos in the school that involves all staff taking responsibility for student welfare. As a result, there is no named welfare officer in the school but students commented positively on the high level of pastoral care. The introduction of a colour-coded system of ID badges that students are required to wear at all times has enabled staff to distinguish between adult and junior students and thus to provide pastoral care as appropriate. One particular feature of good practice is that all students are taken into central London on public transport and on a walk around key tourist sites to orientate themselves as part of the induction process.

W3 Students have a one-to-one meeting with a member of staff every two weeks and any issues are fed back into the team meeting that follows to ensure that issues are dealt with promptly. There are 'How can we help?' notices throughout the school and students are actively encouraged to talk to staff if they have any problems.

W4 The school has a clear policy for dealing with abusive behaviour that is publicised on noticeboards and in staff and student handbooks.

W5 An emergency contact number is on the student ID badge and is also displayed on noticeboards and in the student handbook.

W6 Airport transfers are undertaken by a local company. All company staff are DBS (CRB) checked and a member of staff is based at the airport at peak times during the year to provide additional support. Students are given comprehensive advice on what to do in the event of a delay or a problem.

W7 All items of advice appear in the student handbook and students are required to complete a quiz at the end of their induction to ensure that they have understood the information they have been given.

### Accommodation profile

Number of students in each at the time of inspection (include all students) 39			Total seen by inspectors
Types of accommodation	Adults	Under 18s	
<b>Arranged by provider/agency</b>			
Homestay	23	1	2
Private home			

Home tuition			
Residential (student houses, halls or hostels)	6		2
Hotel/guesthouse			
Independent self-catering			
<b>Arranged by student/family/guardian</b>	9		
<i>Students own arrangements</i>	Privately rented rooms	N/a	

#### Comments

The school offers two main types of accommodation – homestay and residential. The school has its own list of homestay providers and all are 30 minutes or less by bus from the school. Most providers are within walking distance or a very short bus ride and the student has a choice of half board, semi board or bed and breakfast accommodation. There are a few superior homestays that have en-suite facilities. Occasionally, at peak times, the school uses an agency to accommodate students – usually in closed groups but not exclusively. This accommodation agency is registered with the British Council as a provider of homestay accommodation.

The school also uses a local residence that is 15 minutes' walk from the school. Chester House is administered by the Methodist Church and provides catered accommodation in single or twin rooms and takes students between the ages of 18 and 25 during the year and up to 30 years of age in the summer. The school has an additional allocation of rooms during the busy summer period.

The school also uses two hotels situated about five minutes' walk from the school, in Muswell Hill. The inspectors stayed at one of these hotels during their visit.

For staff and students on the summer TELE course, the school uses a private residence, Graseby House, close to Barnet & Southgate College where the course is based.

The school also provides a list of accommodation agencies and websites for students who want to arrange their own accommodation and some advice about what to look for when renting privately.

The residence used for the TELE course in the summer was also inspected although no students were accommodated there during the inspection.

#### Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Comments

W9 The accommodation visited was all of a good standard. Homes were well appointed, well maintained and hosts had a welcoming attitude. Student bedrooms were of a good size and also of a high standard. The residence, Chester House, provides a very pleasant environment for students with good spaces for both relaxation and activity including extensive gardens with tennis courts, a gym, table tennis table and dance studio.

W12 Accommodation records were full and detailed.

W13 Information to students and to hosts is comprehensive, accurate and appropriate. Communication processes and procedures between the school and the various accommodation facilities appear to work very well.

W14 Students feed back on their accommodation in the first week and the accommodation officer responds quickly to any issues. Student satisfaction with accommodation is checked as part of the fortnightly one to one meetings with students.

#### Accommodation: homestay and private home

Criteria	Not met	Met	Strength	See comments	N/a
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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 type="checkbox"/>	<input type="checkbox"/>
W18 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

None.

#### Accommodation: residential

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

#### Comments

W23 Rooms, kitchens and bathrooms are cleaned each week and bed-linen changed.

W24 Chester Houses is a pleasant environment with external gardens, tennis courts, a gym, dance-room and table-tennis facilities. There is always a first-aid trained duty manger on the premises who can deal with any health and safety issues.

#### Accommodation: other

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

#### Comments

W26 The hotel that inspectors stayed in, and that is one of the recommended hotels for students, was of a good standard.

#### Leisure opportunities

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

#### Comments

W27 The school provides extensive information on local social, cultural and sporting events as appropriate to their student profile.

W28 The school provides a rich programme of leisure activities, some of which are offered as part of the curriculum. The programme is planned on a monthly basis and takes into account interests and ages of the student cohort. All staff are engaged in the delivery of the leisure programme and the school encourages staff to put forward suggestions to feed into the programme.

W29 All activities are covered by the thorough health and safety procedures in place throughout the school and full risk assessments for all activities were evidenced.

W30 The school organises football activities and these are run by a member of staff who is a trained coach.

#### Care of under 18s

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

#### Comments

W33 The school employs a maximum supervision ratio of 15:1 but in practice it is usually 12:1.

W34 Student rules are made very clear to students pre-arrival, on arrival and in the student handbook. The principal runs induction for the TELE staff and as part of this, takes them on an external visit where she can talk through and indicate potential risks and how students should be required to behave.

W35 16 & 17 year olds who join the adult courses are made aware of supervision issues. As previously mentioned (W2) any under 18s are easily identifiable to staff by the colour of their ID badges.

W36 There is comprehensive information given to hosts who take juniors. No new hosts are allocated juniors until they have first hosted an adult and have subsequently been DBS (CRB) checked and thoroughly briefed by the school.

W37 The residence used for the TELE course comprises flats of eight rooms and a responsible adult supervisor is based in each flat.

#### **Welfare and student services summary**

The provision meets and in a number of aspects exceeds the section standard. Safety and safeguarding is a priority, especially for junior students, and providing a high level of care for all students is central to the ethos of the school. This is evidenced both in the school's policies and procedures and in its extensive and clear information to students both prior to and on arrival. Students receive a very thorough induction to the school, the area and the city and are well supported throughout their stay by fortnightly meetings with staff and by systems that provide a quick response to any student problems or issues. A varied and well-designed leisure programme is provided to give students a rich experience of London and accommodation is varied, of a high quality and supported by efficient and well monitored systems.

