

Organisation name	Leeds English Language School, Leeds
Inspection date	7–8 February 2017

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

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Leeds English Language School in February 2017. 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 for adults (18+).

Strengths were noted in the areas of student administration, quality assurance, learning resources, academic management, course design, learner management and care of students.

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

Organisation profile

Inspection history	Dates/details
First inspection	2003
Last full inspection	2013
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	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	December 2001
Ownership	Name of company: Leeds English Language School Company number: 4286813
Other accreditation/inspection	None

Premises profile

Address of main site	Evans Business Centre, Burley Hill, Burley Road, Leeds LS4 2PU
Details of any additional sites in use at the time of the inspection	115 Victoria Road, Headingley, Leeds LS6 1DR
Details of any additional sites not in use at the time of the inspection	None
Profile of sites visited	<p>Leeds English Language School is located at two sites, Burley Road and Victoria Road. Both are situated in Headingley, which is two miles east of the city centre. The Victoria Road branch is located in an older style town house, where the school first opened. The building belongs to the owners of the company.</p> <p>There is a small office on the first floor that accommodates any non-teaching staff, usually one of the two assistant directors of studies (ADoS) and a student services officer. On the same floor there are three classrooms. On the ground floor there are two more classrooms and a student kitchen and common room. In the basement there are toilets and a small prayer room. There is another classroom in a converted garage in the garden, where there are additional facilities for students to relax during the summer months. The staff room is located in the attic space.</p> <p>The Burley centre is in a small business park five minutes away by car from Victoria Road and 20 minutes on foot. The school has a rolling lease on a unit that has been converted into a school with the specification and layout planned by the directors. There is a central office and reception shared by the student services staff and academic managers. There are eight classrooms, a teachers' room, separate kitchens for staff and students, toilets and a prayer room. The school currently has potential access to four additional classrooms on site. Both centres are accessible via public transport and there is a range of food and retail outlets within walking distance.</p>

Student profile	At inspection	In peak week: February
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	149	163
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	21	35
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	170	198
Advertised minimum age	18	18
Actual minimum age	18+	18+
Advertised maximum age on junior programmes	N/a	N/a
Actual maximum age on junior programmes	N/a	N/a
Typical age range	18–35	18–35
Typical length of stay	6 months	3 months
Predominant nationalities	Saudi Arabian and Spanish	Saudi Arabian and Spanish
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	89	80

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	17	20
Number teaching ELT 20 hours and over a week	13	
Number teaching ELT 10–19 hours a week	1	
Number teaching ELT under 10 hours a week	3	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	6	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category)	0
Total	3
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	7

TEFLI qualification	10
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification (NB Rationales need to be prepared for teachers in this category)	0
Total	17

Comments

None.

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 offers two main courses:

A General English programme, which runs for 21 hours a week (students may choose a 15-hour morning option only). An IELTS preparation course, which also runs for 21 hours a week. Both courses provide 15 hours (five x three hour sessions) in the morning and six hours (four x one and a half hour sessions) in the afternoon from Monday to Thursday. The morning classes follow a selected coursebook while the four afternoon sessions focus on listening, speaking, reading and writing with a predominantly academic focus. There are no formalised links between the afternoon and morning sessions.

In addition, there is a weekly two-hour course on Wednesday evenings, which provides practice in general English and IELTS. There is also a preparation course for an externally validated upper-intermediate EFL examination during Friday lunchtimes.

The courses are organised on a termly basis with each level taking ten weeks to complete. There are five terms a year and efforts are made to have all levels starting at the same time.

In addition, 'free' classes and additional conversation sessions are offered to students who are already registered on LELS courses. They can take these classes in addition to the courses they are following.

During the inspection there were six classes at Victoria Road and eight at Burley Road. Although there is continuous enrolment, courses are run during five ten-week termly blocks per year. Each level lasts a term. Classes are from 9.00–12.15 with a 15-minute break at 10.30. After a 45-minute lunch break there is a further class from 13.00–14.30 from Monday to Thursday.

An optional, teacher-supervised session in the student self-access centres runs from 14.45–15.45 from Monday to Thursday.

Elementary and lower intermediate students are mainly accommodated at the Burley Road site while more advanced students are at Victoria Road. Students and teachers are based at the designated site for the whole term.

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	11	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	22	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
Arranged by student/family/guardian		
Staying with own family	0	N/a
Staying in privately rented rooms/flats	137	N/a
Overall totals adults/under 18s	170	N/a
Overall total adults + under 18s	170	

Introduction

Leeds English Language School (LELS) has continued to grow since its foundation. A good number of students are aiming for master's and doctoral level courses or have positions of senior responsibility in their own countries.

Since the last inspection, the two centre manager posts have been discontinued. The student services manager and director of studies (DoS) now have joint management of both sites with support from a director, who visits two or three days a week. In addition, the former senior teacher roles have been promoted to mainly non-teaching assistant director of studies (ADoS) posts, who alternate between the two sites on a weekly basis.

One of the directors was involved in mainstream educational management in Leeds. Another, who has a TEFLI certificate and extensive TEFL experience, visits two or three days per week and is more involved with the ongoing management and development of the school. The directors also meet regularly away from the school. They have been actively looking for a single site to accommodate the growing school population but they have not yet been able to secure a suitable building in the right location. There are some options for expansion at Burley Road but the directors feel that the current two site option allows a certain flexibility if market conditions change. There was no evidence that the split site arrangement disadvantages either staff or students and the management of the two current locations functions very smoothly given the operational demands.

The inspection took place over two full days. Interviews were held with the director actively involved in the management of the school, the director of studies, one assistant director of studies and the student services manager. Focus group meetings were held with students and teachers from both sites at Burley Road. A total of 14 out of 17 teachers were observed, as three part-time teachers were timetabled outside the inspection schedule. One inspector interviewed two representatives of the accommodation agency used by the school and visited three homestays and a student residence.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 There is a clear structure of management in the school, and arrangements are in place to maintain continuity at all times. The location of all key management staff in the same office space ensures that any cover roles are very well understood. There is an ongoing fine-tuning of the management structure and administrative systems to optimise the service provided.

M3 Staff all have job descriptions and separate areas of responsibility are described clearly. In addition, the ongoing use of written checklists ensures that all duties are carried out as required.

M4 There is a range of regular formal and ad hoc meetings which ensure good communication. Minutes of more formal meetings were noted on file. Action points are highlighted and followed up. The structure of the main office results in ongoing contact between the management and student services teams. Relevant information is communicated by means of notice boards, emails and shared internet folders. Staff handbooks are well written and communicate helpful and relevant information. In addition, there is a weekly newsletter to students informing them about the current leisure programme and other matters of interest.

M5 There are clear policies and procedures for the recruitment and appointment of staff. Appointments are made subject to satisfactory face-to-face interviews. Recently appointed staff reported that procedure had been thorough and professional. The school has in addition sought the expertise of external consultants to ensure that all human resources documentation and procedures are legally compliant.

M6 Personnel files indicate that qualifications and experience of staff have been investigated. However, copies of qualifications are not formally signed and dated to confirm that the original had been seen. In addition, there were no references on file for some recently appointed staff.

M7 All staff receive a thorough induction, which is supported by the completion of checklists to ensure that all areas are covered. In addition, teachers are supported by a mentor and receive a full day's induction including a structured observation of the class they are going to take over. Teachers who had recently started employment confirmed that the induction had been of a very high standard.

M8. There is a detailed appraisal policy in place and completed appraisal forms were seen on file. Staff confirmed that they had been appraised. Staff's performance is formally evaluated and they are given targets for the following year. Evaluations are linked to key performance indicators within individual job descriptions. The working director is set a variety of management and financial targets which are regularly presented to the board. All staff can also appraise management during the biannual staff surveys. Procedures for dealing with unsatisfactory performance and capability issues are dealt with in the staff handbook.

M9 Several members of staff have attended external training courses followed by reporting back sessions. Financial support is offered to all staff who wish to develop their professional qualifications and so benefit the school.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 very positively about the helpfulness and friendliness of the staff. This was also confirmed by data noted in online student surveys. Part of the school's mission is particularly to focus on the needs of the individual student and there was clear evidence that this was taking place. The experience and commitment of the administrative team provide the necessary flexibility to handle the volume of work very effectively and an updated database has increased efficiency overall.

M11 The receptions in both centres are managed by student service officers who change sites every week like the ADoSs to promote the unity of the school. Academic management staff are always available to handle any enquiries which cannot be managed by marketing or student services staff. The admissions officer and marketing staff are both TEFLI, which enhances their ability to deal with enquiries effectively.

M13 The student services officers pro-actively contact all students every two weeks to ensure that local and emergency contact details are always all up to date. Student records store all the required information and this is available twenty-four hours a day to staff providing emergency cover via the internet.

M14 There are clear policies on attendance and punctuality, which are made known to students. The attendance of adult students is monitored systematically and records are entered into the database by the ADoSs. Lack of student compliance in this area may also result in students' being assessed as 'below target' on their progress records. Checks identify any students who are attending poorly and appropriate warnings are sent out. Completed examples were seen in the database. In addition, students are warned about the consequences of poor attendance during their induction.

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

Comments

M17 All systems and processes are continuously monitored by managers. Notes and necessary actions are recorded in spreadsheets. In addition, the directors produce a strategic plan each year which provides targets for the improvement of all the school's services. There was evidence that these reporting and monitoring mechanisms have lead to improvements that benefit both staff and students.

M18 Students complete a feedback questionnaire early in their course and receive a personalised email from the marketing officer when they have finished. In addition, there are online termly surveys when students give feedback on all the services offered by the school. There was evidence that the majority of students complete these surveys. Aggregate scores are compared between different terms and managers make written recommendations for improvements. There are also face-to-face student focus groups every term with written summaries made available to all concerned. Staff are routinely informed of feedback on their performance and provided with appropriate support as required.

M19 Staff are asked for informal feedback during meetings. In addition, they complete online surveys twice a year which ask for feedback on services and systems as well as their experience of working at the school. These surveys are analysed and summarised in a systematic way. Appropriate action is recorded and taken as required.

M20 Students are given a clear complaints procedure, written in accessible English. This is communicated through a variety of media as well as during the welcome briefing. It also includes guidelines on obtaining an independent opinion from EnglishUK if required. All complaints are dealt with systematically and logged in the main database.

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 type="checkbox"/>	
M22 Realistic expectations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" 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 type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

The school's publicity consists of a brochure and a website.

M22 Claims about the quality of the provision are sometimes exaggerated. Statements are not always based on independent and objectively verifiable evidence.

M23 The description of courses is very detailed, providing very useful information on course objectives and levels

M24 The information given on maximum class size is unclear.

M27 The website describes the whole leisure programme for the current term.

M29 A link to an online IELTS course is positioned next to the Accreditation Scheme marque on the school's home page. The course is not eligible for accreditation, however, there is no clear statement explaining that this course is not accredited so it could be confusing.

Management summary

The provision meets the section standard and exceeds it in some respects. The management and administration systems operate to the benefit of students and staff. Communications are very effective. There are arrangements for the monitoring and professional development of staff. The general administration of students is efficient. There are detailed procedures in place to monitor the quality of the services offered.

Student administration and Quality assurance are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R3 Although the classrooms in Burley Road are larger than in Victoria Road, academic managers are able to timetable appropriately to ensure that students and teachers can work in a comfortable environment at both sites. Both students and teachers reported that the classrooms were satisfactory. A checklist is completed every day to ensure that classrooms are maintained to a good standard.

R4 Well-equipped student kitchens and comfortable areas for relaxation and the consumption of food are available at both sites. Tea and coffee are provided free of charge. External providers take snack orders from students and deliver these to the school as required. Vending services and local food outlets are readily available.

R5 Clear and professionally presented signage assists students in finding their way around. Classrooms and common areas have a range of board displays, which provide appropriate educational, cultural and administrative information. Photographs of staff are presented in a stylish and helpful way.

R6 Although the Victoria Road staff room is smaller, teachers all have their own work station and sufficient room for storage of personal belongings and the carrying out of lesson preparation and marking. The Burley Road teachers' room is more than satisfactory. The administrative team share a large open plan office in Burley Road but other rooms are available for private meetings as required.

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 type="checkbox"/>	

R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R8 There is a good stock of up-to-date supplementary materials and resources for teachers, which are accessible and organised by content. Teachers have access to the internet, including commercial online resources made available by subscription. Facilities for the production and reproduction of materials are readily available.

R9 All classrooms have a laptop computer and a digital projector with training being provided as required. Sets of internet ready tablet computers are also available for classroom and self-access use. A contractor offering general maintenance services visits the school most days and offers technical support as required.

R10 Self-access facilities are available at both centres where students can use their own devices or eight tablet computers to access the internet. In addition, there are printed reference materials and graded readers for student use. Students reported that the free Wi-Fi was reliable and effective at both sites.

R11 Students are informed about the available self-access facilities at their induction, and a teacher is available from 1445–1545 from Monday to Thursday at both sites to offer support and advice. In addition, the school subscribes to a guided e-learning facility (LEO ~ Leeds English Online) which is available to students for an additional three months after they leave the school. Training in using LEO is provided to all students twice a term.

R12 Teachers are asked to provide feedback on the materials they use on an ongoing basis and make recommendations for further acquisitions. Teachers and students are also asked to review the resources they have used during the online surveys (see also M18 and M19). There is a budget for the purchase of new materials and evidence that this is used systematically to develop the range of resources available. Teachers reported that requests for the procurement of additional materials were met sympathetically.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The general environment of the centre supports the studies of students and the work of staff. There are sufficient and appropriate teaching and learning resources. Students and teachers have effective access to up-to-date technology, self-access facilities and receive appropriate training and support. Resources are reviewed and developed in a systematic way. *Learning resources* is an area of strength.

Teaching and learning

Academic staff profile

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

T2 The teachers' academic profile is good with almost 50 per cent of all teachers being TEFLQ.

T4 All three academic managers are TEFLQ and have very appropriate experience to provide effective leadership for the teaching section.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 There is a policy of matching teachers to appropriate classes and levels depending on their experience and interests, and then providing them with support as necessary. An 'allocation document' records which classes teachers have taught and any associated comments or feedback. This informs timetabling decisions in future.

T8 Non-teaching ADoSs normally cover absent teachers if they are free and this is part of their contractual duties. All cover is recorded systematically.

T9 There are effective procedures for managing continuous enrolment. New students who are unable to join the course at the beginning of the term receive a copy of the scheme of work for the level they wish to join. Their attention is drawn to the relevant scheme of work and they are then encouraged to use self-access resources to cover the course content they have missed. This is supported by the detailed, ongoing management of students' progress.

T10 There are formalised arrangements to ensure appropriate guidance and support for teachers. TEFLI teachers are encouraged to upgrade their qualifications to diploma level, for which the school provides some financial support. In terms two and four all teachers are asked to participate in an action research project where they are provided with a framework by the DoS to explore different teaching techniques. This process is monitored and meetings are held for review and the sharing of experiences. In addition, teachers can elect to attend external training courses and report back to their colleagues. Teachers confirmed that the academic management team was always available to provide assistance and support as required.

T11 All teachers are observed shortly after the start of their employment. Generally, permanent teachers are observed twice a year. The initial drop-in observation has a quality control function, while subsequent observations focus more on areas for professional development and are formally evaluated. Teachers reported they found the face-to-face discussion of their own teaching with the academic team to be very useful. Lesson observation notes seen on file were detailed and professional. They also included suggestions for action planning to improve and develop teaching.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 The aims of the courses are clearly stated and there are schemes of work for all courses. The use of recently published coursebooks ensures that materials and classroom methodology are up to date. Teachers are provided with a written scheme of work to ensure appropriate coverage of content within the ten-week term. In addition, there are regular suggestions about additional resources which fit the aims of the course. Teachers have some flexibility in the way they use and supplement the coursebooks and can make choices about additional inputs used, as long as these meet the needs and interests of the students. The afternoon sessions deal with the four language skills and function more or less independently of the morning classes.

T13 The school's policy is to review the design of all courses as they are delivered. Teachers are regularly asked in the schemes of work to check with students whether the course is meeting their aims and needs. Part of the Friday morning class is allocated to cover this area. Teachers are also asked to note down the effectiveness of the materials they have been using on a weekly basis. This feedback is monitored by academic managers.

T14 The schemes of work with learning aims are displayed in every classroom and teachers use these to preview and review the work covered each week. On Fridays students are asked to review the work done and agree whether the course aims are appropriate to meet their needs. Students are issued with a coursebook which provides an overall shape to the course design.

T15 There is a systematic and effective approach to the development of study and learning strategies that support independent learning. Students are trained to use the self-access e-learning facilities available and identify their learning needs. They can continue to use these when they leave the school. Four times a term, students agree with their teacher on an area they wish to work on and choose a related assignment. Students have two weeks to complete these assignments. This involves them in applying a range of independent learning skills similar to those required in higher education.

T16 Schemes of work formally recommend that teachers encourage students to discuss their experiences of living in the UK. In addition, they are asked to bring to class language they have noticed on TV or in the street. Recommended course content for the afternoon classes refers to authentic materials in the press, radio broadcasts and the use of online video material as a way of developing students' language skills outside the coursebook resources.

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

Comments

T17 Students sit a written test and take part in a structured oral interview to establish their language level within the Common European Framework. Students reported that this procedure was effective and that they had been placed in the correct level at the beginning of their course. All other assessments of level are linked to the same framework.

T18 A very wide range of procedures is used to monitor and record student progress. A full tutorial is conducted when students first arrive at the school. In week eight of each term these tutorials are updated with all relevant notes being entered into the students individual learning plan (ILP) in the database. In addition, a range of tests are used during the term to assess students' progress and level. These consist of short spot tests which are given without warning, fortnightly progress tests and final standardised achievement tests. Every two weeks, teachers also rate students' performance on all four language skills. Ratings are linked to whether the student is on target or not. These ratings also influence the additional assignments students should carry out as part of their ILP. The results of all tests and ratings are used to decide whether students are able to progress to the next level. Students are informed very clearly about how they can progress through the course.

T21 All students receive a detailed report at the end of each term. These consist of standardised assessments and ratings together with individualised comments on each student's progress.

Classroom observation record

Number of teachers seen	14
Number of observations	14
Parts of programme(s) observed	All advertised programmes were observed
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 type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T24 The content of the lessons was very appropriate for the overall course objectives. Teachers knew their students well and were sensitive to their learning needs and cultural backgrounds. This was recorded in detailed background notes on individual students and evident in teachers' general classroom management.

T25 There was clear lesson planning and learning outcomes were usually made known to students. There was a clear logical progression through the segments observed and teachers were careful to signpost the different phases of the lesson and course overall.

T26 A range of appropriate teaching and learning techniques was used to achieve the course objectives. All teachers promoted student engagement through elicitation and the most successful teaching used techniques to encourage student interaction and the personalised use of new language.

T27 A range of resources was used to facilitate learning. Whiteboards were used to good effect with layout and colour being used effectively to highlight linguistic systems. Educational technology was successfully deployed in all classes to promote learning. Small student white boards promoted interest and allowed the easy sharing of individual learner contributions.

T28 Some effective correction of errors was noted and teachers deployed a range of appropriate correction techniques to promote learning. However, in general there was insufficient feedback on inaccurate grammar, pronunciation or lexical use, especially for more advanced students.

T29 Teachers used appropriate concept questions, linguistic exercises and revision to evaluate whether learning was taking pace. However, teachers did not always monitor whether students could use new language in contexts additional to the original teaching input.

T30 Teachers had engaging and authoritative classroom presences and there was a positive and good-humoured atmosphere. Instructions were clear and checked. However, some segments were over-directed by the teacher, when students could have contributed more. Some group work was less successful because students had been insufficiently prepared for the task.

Classroom observation summary

The teaching observed met the requirements of the Scheme. Teaching ranged from satisfactory to very good, Overall the teaching was good. Teachers displayed an accurate knowledge of English and presented appropriate models for students to follow. Lessons were well planned to meet the needs of students and the course objectives and classroom activities were coherent and purposeful. Techniques were varied and appropriate, with a number of suitable resources being used to enhance learning. However, there was insufficient correction of mistakes and teachers did not always monitor students' use of new language in different contexts. Teachers had a good presence in the classroom and generally managed their classes well.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. All the teachers are appropriately qualified and courses are well designed to meet the needs of students. Students' progress is carefully monitored and programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme. *Academic management, Course design and Learner management* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 Sensible security measures are in place for both sites. Entrance to the buildings is only possible through the use of electronic keypads and all visitors are required to sign in and out. All staff wear lanyards. Fire-risk assessments and drills are carried out on a regular basis and there are trained fire marshals at both sites. Every

three years all staff undergo obligatory comprehensive fire training. There is a major incident plan. Health and safety audits are regularly carried out.

W2 The majority of students live and some work in the area and get support from family, friends and work colleagues. Nevertheless, the support and advice given to all students by the staff is inclusive and thorough. Pre-arrival information is practical and helpful. It includes profiles on the homestay providers and guidelines for students staying in the residential accommodation. The school places strong emphasis on carefully inducting students to life in the school and beyond. A generous welcome pack supports well-established induction procedures. Contact details for a range of external agencies are available. Each building has a multifaith prayer room and students are provided with washing facilities appropriate for religious observance.

W3 All staff and their particular areas of responsibilities are clearly named and their photo is displayed in both schools. The welfare officer is new in post but has already attended a specialist training day. The staff have good knowledge of the local community and area and are able to help the students with a wide range of issues, many well beyond normal welfare queries.

W4 The school has clearly set out workable safeguarding and health and safety policies. All staff have had safeguarding and Prevent training and there are well-qualified safeguarding officers, who assist and advise in case of concerns. It is made quite clear in student and staff handbooks and on posters throughout the two buildings that bullying, harassment and intolerance are not acceptable. Students are guided, in an adult and sensible way, towards the need for respectful behaviour.

W5 All students are provided with the school's emergency number. The emergency telephone is shared by staff members on a rota basis.

W7 The advice given to students is clear, practical and commendably comprehensive. This includes reassuring advice on personal safety and what to do in case of arrest.

Accommodation profile

Comments on the accommodation seen by the inspectors

Very few students require accommodation in Leeds as most of them are already resident in the city. A good range of accommodation options is available to students if required: homestay, residential, small hotels or student flats. The school does not have its own homestay accommodation service, but uses a well-established accommodation agency. There is an effective working relationship between the school staff and the agency staff. The collaboration between the two parties is of long standing.

Three homestay providers were visited and found to be of a satisfactory standard. The hosts demonstrated good communication skills and were in all cases welcoming and friendly. The hosts visited were quite clear on their responsibilities towards the students and the school.

One of the student residencies used by the school was also visited. The building was modern and maintained to a good standard. Vehicular access to the site is restricted by a barrier and monitored via a voice link to the reception. There is 24-hour security on site.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W10 All hosts are visited before being placed on the register. In addition to the extensive application form the agency visitor has a comprehensive checklist to fill in on the first visit. These two documents together ensure that agency staff have as complete a picture of the homestay provider as possible.

W11 All hosts are formally re-visited every two years but most are visited more frequently.

W14 Monitoring procedures are thorough and effective. A well-designed questionnaire is given to students very early on in their stay. The size of the school ensures that staff know the students well and any problems can be detected quickly. The school staff pass on any accommodation problems to either the accommodation agency or the managers responsible for the residential accommodation. It was clear from evidence available that the response to even minor accommodation problems was speedy.

W15 Homestay providers offer a range of options from self-catering to full board. All residential accommodation is self-catering.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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

W17 Hosts are given guidelines which provide a clear statement of the expected level of care and services to be provided.

Accommodation: residential

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

Comments

W22 The standard of accommodation including décor, cleaning and provision of equipment was high in the residence visited.

Accommodation: other

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

Comments

W24 There are written guidelines for students choosing to rent their own accommodation or flatshare in the student handbook. School staff are always on hand to help in case of difficulties.

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 checked="" type="checkbox"/>

Comments

W26 For students who want to explore Leeds independently there is general information about a wide variety of social, cultural and sporting events displayed on information display boards. School staff are very happy to help students with booking tickets and providing additional information if required.

W27 The school offers a modest social programme with at present around three activities per month. The programme is more extensive during the summer period. As many of the students have work and/or family commitments outside lesson times, there is little time for them to take advantage of a more extensive leisure programme. The programme is designed to give students opportunities to explore and get to know Leeds and its surroundings. It is a very good mixture of social, cultural and sporting events. Activities are available to suit all budgets. The programme is designed and executed by a designated staff member, who accompanies the students on the activities. Information on planned social activities is widely available through the weekly newsletter and on

notice boards.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The ethos and organisation of the school ensures that the needs of students for security, pastoral care, information and leisure activities are met. The accommodation options are suitable and managed effectively and efficiently to the benefit of students.

Care of students is an area of strength.
