

Organisation name	Glasgow School of English
Inspection date	5–6 March 2019

<b>Section standards</b>	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
<b>Premises and resources</b> The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W11 and S4 have been addressed.

<b>Summary statement</b>
<p>The British Council inspected and accredited Glasgow School of English in March 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general and academic English for adults (18+) and young people (16+).</p> <p>Strengths were noted in the areas of student administration and teaching.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Glasgow School of English was established in 1997 and is a family-run school. The owner of the school is engaged with marketing and strategic development issues while the two other directors, also family members, are involved with both strategic issues and the day-to-day operations. The premises in central Glasgow are shared with two other businesses owned by the school's directors, as well as with other unrelated companies. The directors also own an accredited school of English in Edinburgh.

Since the last inspection the school has enjoyed good stability among its staff.

The inspection took place over one and a half days and part of a day. The inspectors talked to the two directors, the director of studies (DoS), the senior teacher, the school manager and welfare officer, and the student services staff. Focus group meetings were held with students and with teachers. All teachers timetabled during the inspection were observed. One inspector visited two homestays and one residence.

## Address of main site/head office

180 Hope Street, Glasgow G2 2EU

## Description of sites visited

The school is located in the centre of Glasgow and occupies the second floor, a mezzanine floor and part of the third floor of an office building. There is a lift. There is a reception area on the second floor, a student lounge and four classrooms. There are three classrooms on the mezzanine floor and a further three classrooms on the third floor. The teachers' room is also on the third floor. There are toilets on the second and third floors.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" 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"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" 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"/>
Teacher development (excludes award-bearing courses)	<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"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

The school offers general English classes of 7.5, 15 or 22.5 hours, IELTS preparation courses of 15 or 22.5 hours, academic English courses, and business English. One-to-one tuition is offered but none was running at the time of the inspection.

Students aged 16 and 17 are enrolled on adult courses.

## Management profile

As well as sharing responsibility for strategic management with the school owner, the two directors have operational responsibilities. One has overall responsibility for compliance and accreditation issues and is the designated safeguarding lead, while the other is responsible for finance and administration. The school manager and welfare officer is assisted by two student services officers. The DoS is assisted by a senior teacher.

## Accommodation profile

The school has a small cohort of homestay providers (15 at the time of the inspection) divided into two categories, determined by distance from the school. All offer single occupancy and half-board; almost all are willing to accommodate under 18s. The school books blocks of accommodation in a nearby student hall, which provides single, ensuite, study bedrooms, arranged in groups of five, with a shared kitchen and dining area. Students have access to common rooms and laundry facilities. In the summer, when demand increases, the school makes use of blocks of accommodation in a second residence, equally close to the school. There were 30 students in residential and six in homestay accommodation at the time of the inspection.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management of the school operates to the benefit of the students, and in accordance with the provider's stated goals and values. Student administration is very efficient. Some inaccuracies in publicity have been corrected. *Student administration* is an area of strength.

### Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A good range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic team has a professional profile appropriate to the context. Teachers receive good guidance to ensure they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme. *Teaching* is an area of strength.

### Welfare and student services

The provision meets the section standard. Students are well informed before and during their stay and are well looked after by competent and caring staff. They are suitably accommodated, and benefit from the provision of an interesting and varied programme of leisure activities.

### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided. More attention needs to be given to teacher reference checking and recording.

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

### Comments

M5 Student feedback is collected regularly by means of comprehensive and very accessible questionnaires. Action is taken but the recording of any action taken is not always consistent.

M7 Informal reviews of the school's systems and practices take place through the year. In 2019 the school management team undertook a formal self-evaluation of the school for the first time. The information it contains is rather minimal and needs further development to become a more useful tool in supporting continuing improvement.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made	Met

known to staff.	
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

#### Comments

M9 Job descriptions were not comprehensive and up to date. There were no job descriptions for the two directors. A full set of updated job descriptions was produced immediately following the inspection and this is no longer a point to be addressed.

M10 Three teachers appointed within the last four years only have one reference each on file.

M13 Continuing professional development (CPD) is well established for all school staff. Individual development needs are identified systematically during appraisals and both in-house and external training provided. Teaching objectives drawn up following observations include research projects and participation in teacher-led input sessions for the teaching team. Funding is available for teachers to upgrade their qualifications.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

#### Comments

M14 The experienced reception team works together closely to provide good, friendly customer service at all times. Feedback from students confirmed their appreciation of the helpfulness of all school staff.

M16 The enrolment process is handled very efficiently throughout. Comprehensive information about cancellation and refunds is presented very clearly in a table in the Terms and Conditions.

M19 The school's policy on attendance and punctuality is clear and communicated to staff and students in very accessible ways. The school's IT system allows reception staff to track and monitor attendance very effectively.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met

M29 Claims to accreditation are in line with Scheme requirements.	Not met
<b>Comments</b>	
The school's publicity materials comprise a website, which is the main medium of publicity, and a number of social media sites.	
M25 The approximate costs of the leisure programme are not given. A sample week's programme with costs was uploaded immediately following the inspection and this is no longer a point to be addressed.	
M29 An incorrect version of the Accreditation Scheme marque is used on the website. This was changed to the correct version and is no longer a point to be addressed.	

## Premises and resources

<b>Premises and facilities</b>	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

### Comments

P1 The school was refurbished in 2015 and continues to be maintained to a very good standard. The premises are very clean throughout. The open-plan reception and student relaxation area allows for easy interaction between staff and students outside class times.

P3 The very attractive student relaxation area is popular with students and provides a welcoming space for them to socialise in. There is good provision of computers for student use and three large TV screens.

P5 Internal signage is good. Companies in the building have not been allowed external signage but a new front door will shortly allow the school name to be displayed at street level.

<b>Learning resources</b>	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

### Comments

P7 There is a wide range of up-to-date learning resources for all course types offered, very well organised in the teachers' room. Students are required to buy coursebooks and were observed using them in class.

P8 Teachers have access to very good resources, including reference books and digital resources. Each teacher has the use of a school laptop for their classroom and easy access to colour photocopying facilities.

## Teaching and learning

<b>Academic staff profile</b>	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met

T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
<b>Comments</b>	
All criteria in this area are fully met.	
<b>Academic management</b>	
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
<b>Comments</b>	
T9 The DoS and senior teacher are very accessible as they have desks in the teachers' room. Frequent exchanges of ideas take place informally, supported by regular teachers' meetings. More recently appointed teachers spoke positively of the support available. Peer observation is facilitated to encourage the spread of good teaching practice. T10 Feedback from the schedule of bi-annual observations feeds effectively into the CPD programme. Observation notes on file were seen to be very perceptive and constructive, identifying strengths and drawing up action points which are monitored during subsequent observations. Teachers view the process as a positive one.	
<b>Course design and implementation</b>	
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
<b>Comments</b>	
T15 Coursebooks with a strong focus on study and learning strategies are used and good attention to ways of improving pronunciation and note-taking were evident in lesson plans and classes. Ways of helping students to record and learn new vocabulary were not always well planned.	
<b>Learner management</b>	
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of	Met

under 18s, to their parents/guardians.	
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

### Comments

All criteria in this area are fully met.

### Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	General English, IELTS preparation

### Comments

None.

Teaching: classroom observation	Area of strength
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

### Comments

T23 Teachers produced accurate models of spoken and written English and some wrote models on the board supported by helpful information such as stress marks. Models of pronunciation were provided mostly for individual words, and less often for the words in connected speech.

T24 Anticipated problems and solutions identified in lesson plans showed teachers' response to weekly class feedback and to their students' learning needs. Lesson content was appropriate and topics and materials suitable.

T25 Learning outcomes were clearly identified and activities well staged. All teachers used an excellent range of supplementary materials, including many authentic sources, to support the coursebook and to bring variety to lessons.

T26 A good range of teaching techniques was seen. Teachers used prompting and eliciting confidently and checked meaning effectively. Drilling and questioning techniques were consistently handled well.

T27 The classroom environment and resources were managed well by all teachers. Movement of students was facilitated, even in some smaller classrooms. Technology was used confidently and board work was generally well organised. A good range of professionally presented handouts, many prepared by the teachers, brought the coursebook to life.

T28 Feedback from teachers was encouraging and activities were monitored well. Correction was mainly prompted by the teacher, rather than students being more actively involved.

T29 A range of short evaluation tasks was used to check understanding.

T30 A good balance of student-student and teacher-student talking time was achieved in all lessons. Pair and small group work was used well and lessons were conducted at a good pace. Students were engaged and there was a purposeful learning atmosphere in all classes.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory with the majority being good. Teachers demonstrated a sound knowledge of the language and planned their lessons well, taking their students' learning needs into account. A good range of teaching techniques was seen. Teachers managed their classrooms and resources very effectively and gave constructive feedback. There was a very positive learning atmosphere in all classes.

## Welfare and student services

<b>Care of students</b>	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

### Comments

W2 The school has a written plan and a set of procedures for responding to an emergency, but it is not sufficiently comprehensive in that it does not include dealing with major incidents that might happen during off-site leisure programme activities. A satisfactory revised plan was sent subsequent to the inspection, so this is no longer a point to be addressed.

W3 Students benefit from a very high level of pastoral care from all staff and especially from welfare and reception staff. Students in the focus group were very clear about who to go to with problems and had every confidence that they would be dealt with competently and sensitively.

W4 There are thorough policies in place and clear statements in various forms to promote tolerance and respect, and effective procedures to deal with transgressions. Students commented on the friendly, respectful and tolerant ethos of the school.

W6 This initial aspect of the students' experience is very well covered. All receive clear and detailed advice about travel from point of entry to Glasgow city centre and information about local bus and train services, including links to relevant websites. Students who are using school residential and homestay accommodation are sent individual guidance with routes highlighted on maps.

<b>Accommodation (W9–W22 as applicable)</b>	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

### Comments

W11 Residences and homestays are inspected before students are placed and there are regular re-visits. Most aspects of safety and security are checked and recorded, but, although homestay hosts are required by contract to carry out a fire risk assessment and have been provided with a template to do so, completion of fire risk assessments has not been checked. One homestay host visited during the inspection had not carried out a fire risk assessment.

W12 Students are very well informed about their residential or homestay accommodation. Confirmation documents include full details of what they can expect, a short description of the local area and amenities, and detailed, individual advice about travel to and from school. Well-written pen portraits of homestay hosts are also provided.

W13 Students are given every opportunity to evaluate their accommodation through easy access to welfare and



reception staff and, more formally, by means of well-designed first week and end-of-course questionnaires. Evidence was seen of prompt and effective action being taken. Hosts and residence managers are made aware of feedback.

W14 Residence staff and homestay hosts are very well informed about what is expected of them. The homestay handbook, code of practice and the contract make rules, terms and conditions very clear. These are reinforced through visits and telephone and email contact.

<b>Accommodation: homestay only</b>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
<b>Comments</b>	
All criteria in this area are fully met.	

<b>Accommodation: other</b>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
<b>Comments</b>	
W21 Some useful information about finding private rented accommodation is provided pre-arrival and advice is available in case of difficulties, but the implications are not made clear.	

<b>Leisure opportunities</b>	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
<b>Comments</b>	
W24 An interesting, varied and entirely appropriate leisure programme is provided. The monthly programme of weekday and weekend activities is prepared well in advance and is available on the website, in booklet form and through notices. Taster information about the event and full costs are displayed.	
W25 The optional leisure programme is offered in addition to the course in order to enhance the student experience. It is well organised and led by experienced and knowledgeable staff. Students in the focus group commented very positively on the provision.	
W26 Risk assessments are produced for every activity but they are largely generic rather than specific.	

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met

S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

#### Comments

The school enrolls 16 and 17 year-olds on adult courses. Two were attending at the time of the inspection. The number varies week by week but is never large even in the summer when it may increase.

S4 Four teachers recruited since 2014 have only one reference. Records of oral references were inadequate, and it was not always clear that reference requests included an enquiry about suitability to work with under 18s.

#### Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

#### Comments

D1 The items sampled were satisfactory.

#### Organisation profile

Inspection history	Dates/details
First inspection	2003
Last full inspection	2015
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	Lorca Spanish School, Global Connects (Translations and interpretations company)
Other related accredited schools/centres/affiliates	Global School of English, Edinburgh
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	1997
Ownership	Name of company: Global Connections (Scotland) Ltd Company number: 188088
Other accreditation/inspection	Education Scotland

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection and not visited	N/a

### Student profile

	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	109	165
Full-time ELT (15+ hours per week) aged 16–17 years	2	17
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	11	4
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>122</b>	<b>186</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	17–59	16–66
Adult programmes: typical length of stay	11 weeks	6 weeks
Adult programmes: predominant nationalities	Saudi, French, Spanish, Italian	Saudi, Spanish, Italian, French

### Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	9	12
Number teaching ELT 20 hours and over a week	7	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
Total number of support staff	0	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	

Both the director of studies and the senior teacher are TEFLQ. The director of studies has no regular teaching commitments. The senior teacher teaches three mornings per week.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	6
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0

Total	9
Comments	
None.	

### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	5	1
Private home	0	0
Home tuition	0	0
Residential	30	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	1
Staying in privately rented rooms/flats	85	0
Overall totals adults/under 18s	120	2
Overall total adults + under 18s	122	

### Points to be addressed

#### ***Points which must be addressed within three months***

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

W11 Completion of fire risk assessments has not been checked. One homestay host visited during the inspection had not carried out a fire risk assessment.

##### **Safeguarding under 18s**

Four teachers recruited since 2014 have only one reference. Records of oral references were inadequate, and it was not always clear that reference requests included an enquiry about suitability to work with under 18s.

#### ***Other points to be addressed***

##### **Management**

M5 The recording of any action taken in response to student feedback is not always consistent.

M7 The information contained in the school's first self-evaluation is rather minimal.

M10 Three teachers appointed within the last four years only have one reference each on file.

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

W26 Risk assessments are largely generic rather than specific to the activity.

### Action plan

It is now a requirement of M7 that an Action plan showing progress on all points to be addressed is submitted with the Annual declaration in the year following an inspection. Please submit this to the Accreditation Unit by 15 February 2020. [Action on any points to be addressed with a specific earlier deadline must be submitted by the deadline given in the results letter.]

Once submitted the Action plan should be kept up to date (but not submitted unless requested) ready for future inspections.