Inspection report

Organisation name	Globe English Centre, Exeter
Inspection date	15 - 17 October 2013

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the *Declaration of legal and regulatory compliance*.	☒	☐
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.	☒	☐
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.	☒	☐
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.	☒	☐

Recommendation

We recommend continued accreditation.

Publishable statement

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

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

Strengths were noted in the areas of student administration, premises and facilities, learning resources, academic management, course design, teaching, care of students.

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

Organisation profile

Inspection history	Dates/details
First inspection	1981
Last full inspection	2009
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related schools/affiliates	N/a
Other related non-accredited activities (in brief)	Teacher refresher courses, work experience placements.

Private Sector

Date of foundation	1978
Ownership	Private limited liability company owned by the directors.
Other accreditation/inspection	N/a

Premises profile

Address of main site	Other site(s) inspected	Other site(s) used but not inspected
31-33 St David's Hill Exeter EX44DA	22 St David's Hill Exeter EX44DA	

Comments (including details of any additional sites used but not inspected)
The school occupies two large Georgian houses, side by side and with their own open spaces front and rear, within easy reach of the city centre. The freeholds were acquired in 1995. One building is the adult school, with nine classrooms, computer room, teachers' room and offices. The other building houses the junior school with eight classrooms, junior common room, computer room and teachers' room. The adult lounge and relaxation areas and self access centre are located between the two buildings and offer access to the junior school. A building across the road from the main building has recently been purchased (22 St David's Hill). These premises provide a further seven teaching rooms with a proposed extension, offering additional rooms, to be completed before next summer. This will eliminate the need for renting rooms from the university during peak months.

Student profile	At inspection	At peak (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
EFL/ESOL Students (eligible courses)	At inspection	At peak (organisation's estimate)
Total EFL/ESOL student numbers (FT/PT)	182	300
Number on PBS Tier 4 General student visas		
Number on PBS Tier 4 child visas		
Number on student visitor visas	9	20
Number on child visitor visas	2	45
Full-time ELT (15+ hours per week) 18 years and over	33	70
Part-time ELT 18 years and over		
Under 16 years	95	155
Aged 16-17 years	54	75
Minimum age	7	7
Typical age range	13-16, 30-35	13-16, 25-28
Typical length of stay	1 week	2-3 weeks
Predominant nationalities	French	Swiss, Spanish, Russian

Staff profile	At inspection	At peak (organisation's estimate)
Total number of teachers on eligible ELT courses	24	40
Number teaching ELT under 10 hours/week	1	

Number teaching ELT 10-19 hours/week	13	
Number teaching ELT 20 hours and over/week	10	
Total number of additional support/ancillary staff	13	

Course profile

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☒	☐	☐	☐
General ELT for juniors	☒	☒	☒	☐	☐	☐
English for academic purposes	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☐	☐
Teacher development	☐	☐	☐	☐	☐	☐
ESOL for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments
Junior courses are offered to 7- 17 year olds year round. Most adults follow general English or examination preparation courses. One to one lessons are available.

Introduction

Globe English Centre is effectively two schools, one for adults and one for juniors.

The school was originally established to provide junior vacation courses. Year round junior courses as well as adult courses have subsequently been developed.

The minimum age in the adult school is 17 year round and 18 in the summer. There is a maximum class size of six and a minimum one week enrolment.

During the summer all junior students are integrated; outside summer, the main junior provision is short courses for closed groups, particularly from schools, but there are also individual students year round and those who come with their families and whose parents may join an adult course. There are different programmes for the different junior age groups dividing them into 7-10, 11-14,15-17 year olds. These courses run for a minimum of one week and maximum 10 weeks. There are also courses for young students, age 13+, to prepare them for entry into the British education system. There is also a future careers' programme which is tailor made to fit the needs of particular groups of older teenagers to provide specific language teaching combined with visits and work placements.

A considerable proportion of both individual and group bookings are returners (or their children) or come by word of mouth.

The inspection lasted two and a half days. The inspectors had meetings with the directors, the director of studies, the two assistant directors of studies (one for juniors and one for adults), the senior teachers, the accommodation officer, the social organisers (one junior, one adult), two registrars (one group, one individual), the teachers and both adult and junior students. One inspector visited the newly acquired premises. The other inspector visited two self catering flats owned by the school and three homestay providers.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☒	☐
M3 Duties specified	☐	☒	N/a	☐	
M4 Communication	☐	☒	☐	☒	☐
M5 Human resources policies	☐	☒	☐	☐	
M6 Recruitment (under 18s)	☐	☒	N/a	☐	☐
M7 Declarations (under 18s)	☐	☒	N/a	☐	☐
M8 Induction procedures	☐	☒	☐	☒	
M9 Monitoring staff performance	☐	☒	☐	☒	
M10 Professional development	☐	☒	☒	☒	

Comments

M2 The structure of management remains unchanged since the last inspection. The only difference being that the director and assistant director, both of whom are the owners of the company, have exchanged roles. The management positions have been held by the same people for many years and deputising between them is a straightforward procedure.

M4 Both formal and informal channels of communication within the administration, student services and academic departments are very effective, regular meetings are held as necessary and records are kept. Effective communication with group leaders of junior groups is encouraged by inviting them to a welcome lunch with administrative staff and junior teachers, and by offering them weekly meetings with senior staff. However, communication between the departments appeared to be less frequent and effective.

M8 All staff receive a very thorough induction which includes shadowing or observation. Teachers receive two very useful handbooks, one which gives information on carrying out their roles effectively and about school policies and procedures and the second on their activity leader responsibilities. However, there is no equivalent handbook for administrative staff.

M9 There are clear procedures for monitoring teaching staff, both through a programme of observations as well as a formal annual appraisal. However, although administrative staff are monitored and appraised informally, there are no clear procedures for this.

M10 Support for professional development is evident and opportunities are discussed both informally and during appraisal meetings. Teachers are supported to do the diploma and to attend external training events (see T11). Within the last year many of the staff have attended safeguarding and first aid training. Administrative staff receive ongoing training to maintain and develop the skills needed to do their jobs effectively.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M11 Administrative staff and resources	☐	☒	☒	☒	
M12 Information on course choice	☐	☒	☒	☒	
M13 Enrolment procedures	☐	☒	☐	☒	
M14 Student records	☐	☒	☒	☒	
M15 Student attendance policy	☐	☒	☐	☐	
M16 Conditions and procedures	☐	☒	☐	☐	

Comments

M11 The administration team work effectively together. Good systems and cooperation with each other and the managers ensure that even at very busy times, the work is handled efficiently.

M12 The two registrars, one for group bookings and one for individuals, with assistance as necessary, respond to most queries about the varied courses available. They are both experienced and knowledgeable about the range of courses and group leaders reported that all the information they had received had been extremely helpful.

M13 Group and individual bookings, handled by separate registrars, have clear enrolment procedures and systems. Any outstanding payments of fees, the reasons for which are generally clearly understood, are handled with sensitivity.

M14 Student records are kept in very good order and every effort is made to ensure that next of kin and contact details are both up to date and easily accessible when needed.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M17 Action plan	☐	☒	N/a	☒	☐
M18 Continuing improvement	☐	☒	☐	☒	
M19 Student feedback and action	☐	☒	☐	☒	☐
M20 Staff feedback and action	☐	☒	☐	☒	
M21 Complaints	☐	☒	☐	☐	☐

Comments

M17 Most of the points from the previous report have been fully addressed. However, the school has decided that, in their case, it would not be useful to change their terminology from host family to homestay. Although not all the provision is with the "traditional" family, the school feels that their clients are aware of this and regard the provider as their family while they are staying with them.

M18 There are annual review meetings at which time changes are discussed. The school is a member of IALC, the International Association of Languages Centres. The inspectors saw two quality plans from the latest IALC audit.

M19 Feedback is collected from all students and groups and is then circulated to relevant staff to action points raised. However, there is no system for recording actions taken.

M20 Feedback is given informally by staff at appraisals and when they leave, particularly short term teachers after the summer. However, some staff feel that the feedback they have given has not always been appropriately acknowledged or acted on.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M22 Accessible accurate language	☐	☒	☐	☐	
M23 Realistic expectations	☐	☒	☐	☐	
M24 Course description	☐	☒	☐	☐	
M25 Course information	☐	☒	N/a	☐	
M26 Cost	☐	☒	N/a	☐	
M27 Level of care	☐	☒	☐	☐	
M28 Accommodation	☐	☒	☐	☒	☐
M29 Leisure programme	☐	☒	☐	☐	☐
M30 Teacher descriptions	☐	☒	N/a	☐	☐
M31 Accreditation	☐	☒	N/a	☐	☐

Comments

M28 The school continues to describe homestay accommodation as host family accommodation (see M17).

Management summary

The provision meets the section standard. The management of the school operates to the benefit of students in accordance with its publicity. Student administration is an area of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☒	☒	

	Not met	Met	Strength	See comments	N/a
R2 Condition of premises	☐	☒	☒	☒	
R3 Classrooms and learning areas	☐	☒	☐	☒	
R4 Student relaxation facilities	☐	☒	☒	☒	☐
R5 Signage and display	☐	☒	☒	☒	☐
R6 Staff room(s)	☐	☒	☐	☒	☐

Comments

R1 The separate buildings as well as the large gardens at the rear, offer a spacious and comfortable environment for both adult and junior students.

R2 Both buildings are well decorated and the junior school has attractive and appropriate posters and murals throughout. Both buildings undergo continuous refurbishment. Cleaning and maintenance staff are on site throughout the day to ensure that the premises are continuously presented to a high standard.

R3 Until now there has been a need for additional classrooms in a nearby university teaching block at peak times, but with the purchase of the building opposite, this will no longer be necessary.

R4 In addition to the use of the gardens in fine weather and a conservatory in wet weather, adult and junior students have separate large indoor areas to relax in. Junior students have a large playroom with pool table, a large flat screen TV and seating where they can eat their packed lunches. Adult students can relax in one of two lounge areas and make themselves hot drinks and heat snacks in a small kitchen. There are many outlets, restaurants and sandwich bars within a few minutes' walk.

R5 Signage throughout the school, which has quite a complex layout, is very clear. There are large, nicely presented notice boards in both communal areas and teaching rooms, displaying general information.

R6 The junior and adult teachers have separate staff rooms which were adequate and suitably equipped and furnished at the time of the inspection. However, group leaders share the junior teachers' room and one of the teachers' rooms in the adult school doubles as a classroom at peak times.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	☐	☒	☐	☒	
R8 Resources for teachers	☐	☒	☒	☒	
R9 Learning technology	☐	☒	☐	☐	
R10 Self-access facilities	☐	☒	☒	☒	☐
R11 Library/self-access guidance	☐	☒	☒	☒	☐
R12 Review and development	☐	☒	☒	☒	

Comments

R7 Junior students use course books on longer programmes supplemented with a variety of interesting and well presented worksheets, project and other materials, which are used without course books on shorter programmes. Adult students use course books, which are loaned to them, supplemented with other materials.

R8 Both adult and junior schools have a large stock of very well organised and well presented teaching materials and resources. The junior school has a large stock of arts and crafts materials and other resources useful for project work (see T28).

R10 The self access room is very well stocked and all the resources are clearly displayed and colour coded into levels. There is also useful information on language practice websites and phone apps. The computers in the separate computer room have language and exam practice software, including listening and speaking.

R11 Every student, as part of their induction, is given an introduction to the self access centre and computer room. Students reported that teachers advise them about what to access and that they find the facilities extremely useful.

R12 The teaching resources are being continuously added to and upgraded by members of the academic management team with special responsibilities for this. It was reported that there is generous budget available for both the development of and addition to the current stock.

Resources and environment summary

The provision exceeds the section standard. The premises and facilities as well as the learning resources, which are areas of strength, support and enhance the studies of both adult and junior students and offer a comfortable and professional environment for staff and students.

Teaching and learning

Academic staff qualifications

Profile at inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	6
Certificate-level ELT/TESOL qualification (TEFLI)	13
Diploma-level ELT/TESOL qualification (TEFLQ) + qualified teacher status (QTS)	1
Certificate-level ELT/TESOL qualification (TEFLI) + qualified teacher status (QTS)	3
Holding specialist qualifications only (specify)	
YL initiated	
Qualified teacher status only (QTS)	
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	1
Total	24

These figures exclude the academic manager(s)

Comments
None.

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☒	
T2 ELT/TESOL teacher qualifications	☒	☐	☐	☒	
T3 Rationales for teachers	☐	☒	N/a	☒	☐
T4 Profile of academic manager(s)	☐	☒	☒	☒	☐
T5 Rationale for academic manager(s)	☐	☐	N/a	☐	☒
T6 Qualifications verified	☐	☒	☐	☐	☐

Comments
T1 Rationales were accepted for two teachers without the appropriate level of general education within the context of this inspection.
T2 One teacher holds a Certificate in TESOL which is verified by a recognised examination body, but the observed component of the course is not standardised or graded.
T3 The rationale for the teacher in T2, who has several years teaching experience on junior courses, was accepted within the context of this inspection.
T4 The academic management team has worked together for many years. The director of studies (DOS) has many years of experience of being the academic manager on both junior and adult courses and is also very involved in local EFL training organisations in the South West. She is supported by two assistant DOSs, one for junior and one for adult courses and four senior teachers who each have special areas of responsibility and all of whom are very well qualified and experienced teachers.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T7 Deployment of teachers	☐	☒	☐	☐	☐
T8 Timetabling	☐	☒	☐	☐	

Criteria	Not met	Met	Strength	See comments	N/a
T9 Cover for absent teachers	☐	☒	☐	☐	
T10 Continuous enrolment	☐	☒	☒	☒	☐
T11 Support for teachers	☐	☒	☒	☒	☐
T12 Observation and monitoring	☐	☒	☒	☒	☐

Comments

T10 There is an ongoing focus on how to deal with continuous enrolment effectively, especially regarding the integration of students only attending for one or two weeks. There have been in-house training sessions and teachers receive very useful guidelines and advice in their handbook. Students are given individual introductions to their courses and they reported that teachers are always very helpful in advising them or giving them suggestions for the self access centre if they feel they need extra help or have gaps in their knowledge.

T11 As well as attending their own in-house sessions, because of the DOS's involvement in local EFL training organisations, the teachers benefit from attending sessions externally and exchanging ideas with other teachers. Three workshop sessions are arranged every three weeks to support teachers on junior courses in the summer, as well as peer observations and the chance to observe one of the academic management team. The large core of teachers on the adult courses are long stay and very experienced and in-house sessions are often presented by one of the teaching team.

T12 Monitoring of teachers' performance is thorough and effective. New teachers are observed twice in their first month and there are weekly drop-in observations on the junior courses. Experienced teachers are observed less often as appropriate. The feedback given both verbally and in writing is very helpful and appreciated by the teachers.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T13 Course design	☐	☒	☒	☒	
T14 Review of course design	☐	☒	☒	☒	
T15 Course descriptions	☐	☒	☐	☐	
T16 Course structure	☐	☒	☐	☐	☐
T17 Study and learning strategies	☐	☒	☐	☐	
T18 Linguistic benefit from UK	☐	☒	☒	☒	

Comments

T13 Adult and longer junior courses are course book led with students being lent the book for the duration of their stay. Project work is also an element in junior courses and on shorter courses the lessons follow a topic based syllabus with ready prepared in-house lessons. Special courses have been developed for groups with a particular interest, such as horse breeding.

T14 Courses are regularly reviewed to suit the particular needs of the small adult courses or the needs of closed groups, often school groups, on junior courses.

T18 Students are encouraged to use their English outside the classroom and this is seen as an important aspect of the courses, particularly when students may only be studying in the UK for very short periods. Project work, street surveys and visits to local museums and places of interest form an integral part of junior courses. Their handbook, which they are given at the start of their course, offers exercises requiring interaction with their homestay hosts. The authentic English component on adult courses uses only authentic reading and listening materials chosen either by the teacher or the student.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T19 Placement	☐	☒	☐	☐	☐
T20 Monitoring students' progress	☐	☒	☐	☒	
T21 Examination guidance	☐	☒	☐	☐	☐
T22 Assessment criteria	☐	☐	☐	☐	☒
T23 Academic reports	☐	☒	☐	☐	

T24 Information on UK education	☐	☒	☐	☐	☐

Comments

T20 All adult students have a monthly progress test followed up with a progress report and an individual tutorial with their teacher. Junior students who stay for more than five weeks are also given a test and 1:1 sessions with their assistant director of studies (ADOS).

Classroom observation record

Number of teachers seen	24
Number of observations	25
Parts of programme(s) observed	Adult: general, exam practice, authentic. Junior: Explorer ages 7-11 and Discovery ages 11-17.

Comments

Inspectors observed 14 segments on the junior programmes and 10 on the adult programmes. All the teachers were obseved once except for one teacher who was observed on both programmes.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T25 Lesson planning	☐	☒	☒	☒	
T26 Coherence	☐	☒	☐	☐	
T27 Teaching techniques	☐	☒	☒	☒	
T28 Resource management	☐	☒	☒	☒	
T29 Linguistic systems of English	☐	☒	☐	☒	
T30 Feedback and correction	☐	☒	☐	☒	
T31 Classroom management	☐	☒	☒	☒	
T32 Sensitivity and learning atmosphere	☐	☒	☒	☒	

Comments

T25 All segments were very thoroughly planned. The topics chosen were relevant and of interest and there was always a good variety of activities. Main and subsidiary aims were generally clearly identified and problems anticipated.
T27 There was a good range of teaching techniques which included useful eliciting and vocabulary teaching. Pronunciation practice was well integrated and included minimal pairs practice, drilling and word stress. The juniors were engaged in competitive team and group work and role play as part of the project work.
T28 There was very good use made of the broad range of resources (R7 and R8); worksheets, picture prompts, you-tube extracts, Dictaphone, realia, costumes and craft materials. The whiteboards were generally well organised and presented.
T29 All teachers demonstrated a sound knowledge of the linguistic systems and gave straightforward explanations of grammar and lexis. A good understanding of pronunciation was also evident in the ease with which teachers integrated pronunciation practice.
T30 There was a good focus on error correction, particularly in the smaller classes.
T31 There was generally very good use made of the space with lots of movement as well as encouraging students to come up to the board, particularly in the junior classes. Teachers used innovative ways of reformulating groups, the pace was lively and students were very engaged.
T32 For many of the junior groups this was only their first or second lesson and considering this, teachers had already built up a very good rapport with and understanding of their students, already knowing all their names in classes of 13+. Rapport in the smaller (maximum six students) adult classes was also very good.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching ranged from very good to satisfactory and the majority was good. The planning was thorough and this together with a range of appropriate techniques, good classroom management and handling of resources ensured that the students were always engaged, enjoying a positive learning atmosphere.

Teaching and learning summary

The provision easily meets the section standard and in many cases exceeds it. Teachers have appropriate qualifications, benefit from a high level of support from a team of well-experienced academic managers and conscientiously meet the needs of their students. Programmes of learning are designed, delivered and managed for

the benefit of students. The teaching observed easily met the requirements of the Scheme. The academic management, course design and implementation and teaching were areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security	☐	☒	☒	☒	
W2 Pastoral care	☐	☒	☐	☒	
W3 Personal problems	☐	☒	☒	☒	
W4 Dealing with abusive behaviour	☐	☒	☒	☒	
W5 Emergency contact number	☐	☒	N/a	☒	
W6 Transport and transfers	☐	☒	☐	☒	
W7 Advice	☐	☒	☒	☒	
W8 Medical and dental treatment	☐	☒	N/a	☐	

Comments

W1 The school is in a residential part of Exeter and provides a safe environment for students. Entrances to the buildings are protected by keypad locks, two caretakers are around throughout the day and there is a secure perimeter fence with high gates which are locked every evening.
A dozen key staff whose responsibilities include welfare of the under 18s attended a safeguarding course earlier this year. Teachers' and activity leaders' handbooks include clearly written child protection policies and safeguarding procedures. Students' mobile numbers are all collected on day one.
Students are shown a video produced by the local police about keeping safe while in Exeter, and a quiz in their student handbooks reinforces the advice given.
W2 All students at induction are encouraged to approach senior staff if they have any problems or difficulties, and this advice is repeated in handbooks and notices around the school. Students in closed groups who travel with group leaders generally go to them in the first instance. The ADOS of the junior school is responsible for the individually enrolled students under 18, teachers report back on any student unhappiness and a recently introduced initial questionnaire may also pick up problems. However, with perhaps around a hundred such under 18s at peak some shyer individual students may slip through the net. More formal delegation in the junior school might be helpful.
W3 The ADOS is the nominated welfare officer for the adult school and the ADOS and the senior teacher for juniors fulfil this role for the junior school. However, it is clear that many other staff have a very caring attitude towards their students and all are willing to assist wherever possible.
W4 The school's policy on abusive behaviour is clear and widely publicised to staff, group leaders, homestay providers and students by means of several attractive posters around the school and information in the various handbooks.
W5 Three senior staff share responsibility for the school's emergency numbers, and two are on call at any one time.
W6 Most students are accommodated within a 30 minute or 2.8 km walk of the school, and if their accommodation is further away then they receive a travel card at no extra cost to them. Transfers are arranged on request and are mandatory for any unaccompanied junior under 15 years old.
W7 Separate student handbooks for adult, Discovery (10-18 year olds) and Explorer (7-10 year olds) students contain a good range of relevant information written in accessible English. The junior handbook in particular with its town quiz, maps, space for diary entries and attractive visuals and illustrations is likely to be a much appreciated souvenir as well as a useful introduction to the city and the school. Group leaders also receive a handbook/pack on arrival.

Accommodation profile

Number of students in each at the time of inspection (include all students)			Total seen by inspectors
Types of accommodation	Adults	Under 18s	
Arranged by provider/agency			
Homestay	22	135	3
Private home			
Home tuition			

Residential (student houses, halls or hostels)			
Hotel/guesthouse			
Independent self-catering	6	6	2
Arranged by student/family/guardian			
Students own arrangements - Two juniors are with their parents in a local hotel, the other juniors are with their families in privately rented flats.	9	4	

Comments
The school has 11 self catering apartments, most within a few minutes' walk of the school, which are rented out to family groups, group leaders and when available to students over 18. Two of the more recent acquisitions were visited. The juniors in self catering flats listed in the table above are all with family members.
The majority of students, however, stay in homestay accommodation provided through the school. The founder director has long experience of organising the homestay provision and the current accommodation officer, who has been with the Globe English Centre for ten years and manages this important provision, is also very experienced. Many group leaders and some students are returners and request the same accommodation again. Very often these requests can be met. There are approximately 140 providers on the school's register.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☒	☐	☒	☐
W10 Accommodation inspected first	☐	☒	☐	☐	☐
W11 Accommodation re-inspected	☐	☒	☐	☐	☐
W12 Accommodation registers	☐	☒	☐	☐	☐
W13 Information	☐	☒	☐	☐	☐
W14 Student feedback	☐	☒	☐	☒	☐
W15 Meals in homestay/residences	☐	☒	☐	☐	☐

Comments
W9 The homes visited varied in location and size, but all provided a warm welcome and comfortable environment for students. A small number of homes provide bunk beds for juniors. Only those young juniors on short stay courses are allocated to these homes.
W14 Adult and Discovery students now complete an initial feedback form which is read by the accommodation officer. Any comments are acted on. Noteworthy comments on initial and final questionnaires are recorded under individual homestay providers.

Accommodation: homestay and private home

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☒	N/a	☐	☐
W17 Declarations (under 18s)	☐	☒	N/a	☐	☐
W18 Rules, terms and conditions	☐	☒	☐	☒	☐
W19 Shared bedrooms	☐	☒	N/a	☒	☐
W20 Students' first language	☐	☒	N/a	☐	☐
W21 Language of communication	☐	☒	N/a	☐	☐
W22 Adult to welcome	☐	☒	N/a	☐	☐

Comments
W18 Hosts initially receive a comprehensive handbook detailing their responsibilities and the school's summer and winter curfew times for the different age groups along with an application form. Once students are placed with hosts, the booking is confirmed in writing and they later receive a copy of the student's individual programme including any

drop off /pick up arrangements following activities or excursions. The host visited were all fully aware of their responsibilities towards the students and displayed a genuine interest in their welfare.
W19 The allocation of students in closed groups to share together is done by group leaders in advance and forwarded to the school. Leaders are aware that the school has some homestay providers who can accommodate three students in rooms with single or single and bunk beds, and often request these. Only in such circumstances are more than two students placed in rooms.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W23 Cleaning	☐	☒	☐	☐	☐
W24 Health	☐	☒	☐	☐	☐
Comments					

None.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W25 Information and support	☐	☒	☐	☒	☐
W26 Other accommodation	☐	☒	N/a	☒	☐
Comments					

W25 Students occasionally move into other accommodation, and verbal guidance/advice is available. There is currently nothing in writing for students.
W26 Hotels and guest houses are booked on request.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W27 Events and activities	☐	☒	☐	☐	
W28 Leisure programmes	☐	☒	☐	☒	☐
W29 Health and safety	☒	☐	☐	☒	☐
W30 Responsible person	☐	☒	☐	☒	☐
Comments					

W28 There are separate social programmes for the various age groups and for the closed groups in the school. The adult school has a part time social organiser who also teaches. He organises two or three activities per week, a Friday afternoon excursion and a full day excursion every weekend. These are on a 'pay as you go' basis, and run even when student numbers are lower, using the school's own eight seater minibus rather than the larger coaches needed at peak periods. These activities and trips are all accompanied by teachers. There is, in addition, a huge amount of detailed information to enable students to explore the area on their own or with fellow students.
The juniors have a separate programme devised by the junior activities coordinator, who has recently been assisted by other staff. All afternoon and evening activities are staffed by the junior school teachers, with additional group leaders when there are closed groups. Groups negotiate a specific programme in advance, although requests to change these once they arrive are also accommodated if possible. Group leaders were very appreciative of the responsiveness to particular requests including a visit to and from a local primary school class whose children are learning French by a French junior group. The commitment and resources devoted to the social programmes are commendable, and it is an appreciated part of the provision for students.
W29 The school has collected a large number of generic risk assessments provided by the venues they visit with students but very few have so far been adapted for their groups. Two teachers who have attended most of the trips this summer have been given the task this autumn of producing more specific risk assessments.
W30 An experienced social organiser briefs all staff before they lead excursions and activities and procedures and responsibilities are clearly outlined in the Activity Leader's handbook.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a

W31 Accommodation and meals provided	☐	☒	N/a	☒	☐
W32 Inclusive leisure programme	☐	☒	N/a	☐	☐
W33 Activities supervision ratio	☐	☒	☐	☐	☐
W34 Student rules	☐	☒	☒	☒	☐
W35 Supervision information	☐	☒	☐	☐	☐
W36 Host awareness	☐	☒	☐	☒	☐
W37 Responsible adult	☐	☒	N/a	☐	☐
W38 Age-segregated accommodation	☐	☒	N/a	☐	☐
W39 Residential supervision ratio	☐	☐	☐	☐	☒
W40 Contact number for parent	☐	☒	☐	☐	☐
W41 Contact number for provider	☐	☒	N/a	☐	☐
W42 Group leaders	☐	☒	N/a	☒	☐

Comments

W31 All students have full board which includes packed lunches Mondays to Fridays, on departure days and on full day excursions. The only exceptions are students staying with their families.

W34 Under 18s have very limited free time between the end of compulsory activities and their return home times for evening meals. All students 7-10 years old are on the Explorer courses, and are accompanied at all times. They are delivered to and collected from school by their homestay hosts. Publicity makes it clear that the other under 18s are not supervised going home or in the evenings but there are clear curfew times, which are 30 minutes later on the summer courses than during the academic year. In summer the 11-13 year olds have to be home by 6.30pm, and they too are dropped off and collected by hosts after all evening activities and any Saturday excursions that arrive back after 6.30pm; the older juniors have later curfews (in summer 9.00pm for 14-15s, and 11.00pm for 16-18 year olds). They are given advice about personal safety including parts of the city it is safer to avoid especially after dark, and `safe haven businesses` if they should feel unsafe in the city centre.

W36 There are very clear guidelines to hosts, parents and students regarding summer and winter curfew times. Homestay providers are all given copies of the students' programmes with drop offs for the under 12s and collection times for all under 16s clearly stated. Supervisory staff are required to stay with students until hosts arrive. The school will not accept parental waivers unless the student is accompanied by a parent.

W42 Group leaders each receive a detailed and informative group leaders' handbook along with tourist information about Exeter and the surrounding area. They are only responsible for their own groups, and each has a separate programme though they all attend the junior disco.

Welfare and student services summary

The provision meets the section standard and exceeds it in some areas. Safety, security and general welfare issues are well addressed by responsive staff who have received recent training. The accommodation provision both in self catering apartments and in homestays is well managed and of a satisfactory standard, The leisure programmes are varied, well adapted to the different ages of the students enrolled, and responsive to their suggestions and to the weather although risk assessments need tailoring to the school's own students. The care of under 18s is also appropriately handled.

Report expires 31 March 2018