

Organisation name	Windsor English, Windsor
Inspection date	18 April 2023

Section standards	
Management 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
Premises and resources 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
Teaching and learning 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
Welfare and student services 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
Safeguarding under 18s 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.	N/a

Recommendation

We recommend accreditation with a spot check in the first 18 months.

Summary statement

The British Council inspected and accredited Windsor English, Windsor in April 2023. 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 www.britishcouncil.org/education/accreditation for details).

This small private language school offers courses in general English for adults (18+) in school premises.

The inspection report noted a need for improvement in the area of course design.

Overall, the inspection report stated that the organisation met the standards of the Scheme.

Introduction

Windsor English was established in 1984 and is currently accredited by the British Accreditation Council (BAC), having previously been a member of the Accreditation Body of Language Services (ABLS). The school is owned by the school director and operates from leased premises on the ground floor of a three-storey building in Windsor. Students are mostly recruited from the local community, including parents with children studying nearby. Courses of general English run throughout the year for adult students. No accommodation or leisure programme is offered by the school.

The inspection took one day. The inspectors held meetings with the school director, the school administrator, and the director of studies (DoS). A focus group meeting was held with the teachers and another with a group of students. All teachers timetabled during the inspection were observed by both inspectors.

Address of main site/head office

21 Osborne Road, Windsor, Berkshire SL4 3EG

Description of sites visited/observed

The school operates from a converted detached house in central Windsor. A large, pebbled front garden provides off-street parking for staff, students and visitors. There is controlled entrance to the building from the front door which leads to a ground floor foyer that is shared by the school and residents living on the two upper floors. The school has sole use of the remaining ground floor areas and the spacious garden to the rear of the building. On the right of the foyer is a large office shared by the school director and the administrator. It also houses a photocopier used by all staff and has a comfortable seating area that teachers can use during break times. On the left of the foyer a corridor leads to three classrooms, a small resource room, a small kitchen, and a single toilet.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<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"/>
English for academic purposes (excludes IELTS preparation)	<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"/>
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

General English courses at three main levels (Pre-Intermediate, Intermediate, and Upper Intermediate) are offered to adult students (18+) throughout the year. Lessons are held between 10.00 and 13.00 Monday to Friday: full-time students study every day and part-time students join these classes for three days per week.

Management profile

Windsor English is managed by the owner/school director and the school administrator. They are responsible for all non-academic matters. They are assisted by the DoS who, like the teachers, is self-employed. She currently teaches every day for a total of 15 hours and spends approximately one to one and a half hours per day on academic management.

Accommodation profile

No accommodation is offered by the school.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals and values, although academic management provision is

currently insufficient. Student administration is handled appropriately on the whole. A number of inaccuracies in publicity were addressed during the inspection.

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 range of learning resources is available, appropriate to the age and needs of the students. Staff use the classroom technology confidently to support learning. There is no policy on resource review and development.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive good day-to-day support; however, there is insufficient guidance on suitable time frames for coursebooks. Learning outcomes are not made explicit to students. Learning strategies and attempts to develop students' language skills outside the classroom do not feature in course design documents. The teaching observed met the requirements of the Scheme. There is a need for improvement in *Course design*.

Welfare and student services

The provision meets the section standard. The Windsor English team collaborates effectively to meet the needs of students for security, pastoral care, and information. Policies and practices promote tolerance and respect. More information on aspects of life in the UK would be helpful given the school's student profile.

Safeguarding under 18s

No students under the age of 18 are accepted.

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.	Not 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

M3 The working hours of the DoS are insufficient to ensure the requirements of the role are satisfied.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
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.	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.	Not 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.	Met

Comments

M9 Job descriptions are not in place for all members of staff. The true scope of the DoS role is not reflected in the time allocated to her.
M12 Monitoring and performance appraisal procedures are in place for teachers. The DoS is not appraised on her academic management responsibilities.

Student administration	Met
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.	Met
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.	Not 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.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Not 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 Student feedback was extremely positive about the level of customer service at the school.
M18 Students are not currently reminded to update their local contact details if there are any changes to their circumstances.
M20 Specific examples of behaviour that may result in a student being asked to leave the course are not made available to staff or students.

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.	Not 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.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	N/a
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The website is the main source of written publicity and the school has a small social media presence.

M24 The number of taught hours per week does not account for breaks in lessons. Information on part-time courses is ambiguous. Four main course levels are described but only three are run.
M25 The price of course materials is not included in course fee information provided.
M28 The range and extent of teacher qualifications is exaggerated.

All of the above points were attended to during the inspection and are no longer points to be addressed.

Premises and resources

Premises and facilities	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.	Met
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.	Met
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

All criteria in this section are fully met.

Learning resources	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.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
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.	Not met

Comments

P12 There is no stated policy and no systematic review of coursebooks, or of supplementary resources.

Teaching and learning

Academic staff profile	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

Comments

All criteria in this section are fully met.

Academic management	Met
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.	Not met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

T8 Insufficient guidance is provided for teachers on how to assimilate new students into classes.

Course design and implementation	Need for improvement
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Not 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.	Not 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.	Not 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.	Not met

Comments

T11 The teachers' handbook does not include information on the principles of the course design. The course structure is determined by the coursebook at each level but there is no time reference for its coverage, or guidance on how to supplement the course.

T13 Other than the coursebook, course outlines are not made available to students. Lesson outcomes are not always made known to students during lessons.

T15 Study and learning strategies do not feature in lesson plan templates and are not systematically covered in course design materials.

T16 Course design does not consider strategies to help students benefit linguistically from their stay in the UK.

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

Comments

All criteria in this section are fully met.

Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	All

Comments

All three teachers scheduled to teach during the week of the inspection were observed by both inspectors.

Teaching: classroom observation	Met
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.	Not met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
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.	Met

Comments

T23 Teachers provided good models of spoken and written form on the whole. There were some effective explanations of new lexis with synonyms highlighted to ensure comprehension and parts of speech were indicated. However, little attention was paid to pronunciation, and word and sentence stress were not considered.

T24 While all teachers provided useful class profiles, it was not evident how these had influenced the choice of material and activities. In weaker segments the choice of topic was inappropriate for the background of the learners.

T25 Outcomes were not made explicit to students in any of the lessons observed. Plans included teaching aims rather than student outcomes.

T26 A range of teaching techniques was used competently by teachers, including elicitation, nomination, concept check questions, drills, and prompting for further information.

T27 Classrooms were managed well on the whole. Whiteboards were organised very well and included colour to assist with meaning. Although some lessons were very static and furniture was not moved to facilitate better student interaction, in others students were grouped well and teachers joined in pair and group work. Technology was used competently.

T28 Feedback was often content rather than language based and there were missed opportunities for the correction of pronunciation. At times feedback interrupted the flow of an activity; however, both on-the-spot and delayed correction techniques were observed. Teachers monitored well and provided appropriate support and encouragement.

T29 Lessons were generally well staged and included opportunities to check that learning was taking place. There were examples of good monitoring, active listening and sensitive questioning by teachers.

T30 All teachers had developed a good rapport with their learners and students were mostly very engaged in the activities. In better segments personalisation featured heavily, resulting in lots of genuine communication between students, but others relied too heavily on the coursebook, leading to rather static lessons with little attempt to further engage the learner.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to unsatisfactory against the criteria, with the majority being satisfactory. Teachers demonstrated a good awareness of the English language and used a range of appropriate teaching techniques. Lessons were well planned and well managed on the whole, but plans failed to take students' needs and motivations into consideration. Outcomes were not made clear to learners. Most students were fully engaged and clearly enjoying the lessons, and teachers had developed a good rapport with their learners.

Welfare and student services

Care of students	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.	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.	Met
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.	Met
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.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Not met
W8 Students have access to adequate health care provision.	Met

Comments

W7 Although information is provided in the student handbook on medical and personal insurance, other aspects of life in the UK which would be relevant to this particular student body are not covered.

Accommodation (W9–W22 as applicable)	N/a
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	N/a
W10 Arrangements for cleaning and laundry are satisfactory.	N/a
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a

Comments

No accommodation is offered.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

Comments

None.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

Leisure opportunities	Met
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.	N/a
W25 Any leisure programmes are well organised and sufficiently resourced.	N/a
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	N/a
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	N/a

Comments

The school does not offer a leisure programme but staff are available to provide information and guidance to students on local events and activities.

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	April 2023
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not 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	1984
Ownership	Name of company: Windsor English Company number: sole trader
Other accreditation/inspection	BAC

Premises profile

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

Student profile	At inspection	In peak week: November 2022
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	13	18
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	1	0
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	14	18
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	18	18
Adult programmes: typical age range	18–35	18–35
Adult programmes: typical length of stay	1–11 months	1–11 months
Adult programmes: predominant nationalities	Chinese, Russian	Russian, Chinese, Brazilian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	2	2
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	1

Comments

The DoS was teaching a total of 15 hours during the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	2

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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	N/a
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	14	N/a
Staying in privately rented rooms/flats	0	N/a
Overall totals adults/under 18s	14	0
Overall total adults + under 18s	14	