

Organisation name	MCSE (formerly Manchester Central School of English)
Inspection date	22–24 August 2018

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.	Met

Recommendation
We recommend continued accreditation with a spot check in 2019 to focus on the junior vacation course at Salford University.

Summary statement
<p>The British Council inspected and accredited MCSE formerly Manchester Central School of English in August 2018. 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).</p> <p>This private language school offers courses in general and professional English for adults (16+) and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of student administration, premises and facilities, learning resources, academic management, teaching, and care of students.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

The school was founded in 2005 and moved to the present premises in 2010.

There have been many changes in the administrative support team as well as within the permanent teaching staff. A few staff members were very new in post but were being very well supported.

The principal/owner was away during the inspection, as was the team manager responsible for the administrative team. The remaining staff were well able to cope with the demands of the inspection.

The inspection coincided with the celebrations of Eid al-Adha, the most important festival in the Islamic calendar. Many of the students had requested holidays during the inspection week and thus student numbers were much reduced for the first couple of days.

This inspection lasted two and a half days. Meetings were held with the executive director, the director of studies (DoS), the assistant director of studies (ADoS) and members of the administration and marketing teams. Group meetings were held with the teachers and a group of students. Of the 15 teachers timetabled during the inspection, 14 were observed. One inspector visited three homestays and the school's residential option.

Address of main site/head office

Royal Buildings, Mosley Street, Manchester M2 3AN

Description of sites visited

The school occupies the whole of the second floor and most of the third floor of business premises in Manchester city centre, close to the city shopping areas and transport links. On the second floor, the accommodation comprises the reception area, a student lounge area with TV, computers, vending machines, water cooler and table tennis table, a library, administrative offices, teachers' rooms, and IT room. The third floor, which was acquired in 2017, has a reception area with a table tennis table, student lounge area, a staff kitchen and a multifaith room. There are 20 classrooms across the two floors. There are toilets on each floor. The first floor is occupied by other users not connected to the school. The building has a lift.

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 checked="" 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 checked="" 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 standard general English 15 hours, intensive general English 21 hours, super-intensive general English 25 hours. Exam preparation classes are available. One-to-one classes can be arranged either as an addition to the general English classes or as a stand-alone programme of study. English for business is run when there is a demand. Ladies only classes are often requested and run.

Students aged 16 and 17 are enrolled on adult courses. The organisation has run junior vacation courses at Salford University for the last two years. These courses have not been inspected.

Accommodation profile

MCSE offers homestay provision organised and managed by the school and occasionally uses homestay accommodation provided by an accommodation agency which is not registered with the British Council. Provision is usually single occupancy and only shared on written request. Most provide standard accommodation with shared bathroom facilities and are no further than 50 minutes by public transport from the school. Residential accommodation, providing single, ensuite study bedrooms with shared kitchen areas and a variety of public spaces and facilities, is also available in local university halls of residence. Under 18s on adult courses must be accommodated in homestay provision.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The school operates effectively and responsibly in accordance with its publicity and to the benefit of its students. Systems work efficiently and there is a sound allocation of administrative resources. There is evidence of a genuine concern for quality, and of steady and continuing improvement. *Student administration* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are attractive, welcoming and well looked after. Classrooms are well equipped. The learning resources and environment fully support and enhance the studies of students enrolled at the school and offer an appropriate professional environment for staff. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. Academic staff are suitably qualified and teacher support is very good indeed. A thorough and professional approach is evident in the academic systems and procedures in place. The programmes of learning are managed to the benefit of the students. The teaching observed met the requirements of the Scheme. *Academic management and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students are well cared for in a safe and secure environment. They receive relevant information and useful advice about living in the UK. Homestay and residential accommodation can be arranged and is well managed. The leisure programme is modest but is well run and much enjoyed by some students. *Care of students* is an area of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. The school has a comprehensive safeguarding policy and rigorous procedures for its application. Staff are well trained and fully aware of the particular needs of under 18s in their care. Attendance is checked, and supervision ratios are high for organised lessons and activities. Homestay hosts are made aware of their responsibilities with regard to under 18s and are expected to stringently apply the curfew times.

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.	Strength
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 owner/principal takes full responsibility for the strategic planning and efficient functioning of the school. He delegates the day-to-day running of the school to the executive director and the DoS. They are given an appropriate amount of autonomy and are well supported by the administrative team.

M5 Student feedback procedures are robust. In addition to initial and end-of-course feedback, mid-course comments are also asked for. Feedback is collated, and analysed with results posted in the student common room area. The school has a student representative system which provides an opportunity for student representatives to bring forward any concerns the student body might have. There is a suggestion box readily available for both staff and students. It is clear that the management takes suggestions seriously and will act on them.

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.	Strength
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

M8 The school employs an external human resources consultancy firm to provide advice and ensure compliance with developments in employment law as well as providing some training opportunities.
M9 There are job specifications for all members of staff, but in some cases they are out of date and do not reflect the full range of tasks the staff member is expected to carry out.
M12 The system of appraisals is sensitive, thorough and helpful to both school and staff. It is well documented.
M13 A sound provision of continuous professional development (CPD) opportunities for all categories of staff is available both on and off-site. Attendees are often required to feed back to colleagues.

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.	Strength
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.	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 Although there have been staff changes, the administrative staffing structure is effective, and the quality of the current staff ensures that students get the very best attention at all times. The administration of students was seen to be carried out well.
M15 Staff are knowledgeable about study programmes and respond immediately to enquiries. The administration team liaises with academic staff members if necessary to ensure that potential students fully understand what the school's course programmes can offer them.
M19 The school's attendance policy is made clear at induction and set out in the pre-arrival information as well as the student handbook. The policy is strictly adhered to, with systematic follow up of attendance and punctuality problems. Under 18s have to sign in at reception. Students are left in no doubt that the class is closed to them if they arrive late by means of an apologetic but firm notice on the classroom door.

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.	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.	Met

Comments

The publicity currently comprises a brochure which is re-printed annually, course specific leaflets in a variety of languages, a website and social media sites. The website is seen as the main marketing tool.

All criteria in this area were fully met.

Premises and resources

Premises and facilities	Area of strength
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.	Strength

Comments

P1 The premises are in excellent decorative order, clean and comfortable. The school premises provide a pleasant, professional environment within which students and staff can work and relax.

P3 Students are well served with generous recreation areas on both floors. In addition to comfortable seating there are table tennis tables on both floors, which are very popular with the students. Students also have access to the library for quiet study. There are plenty of fast food outlets very close to the school and students can consume food on the premises.

P6 The teachers' room is not very large, but well equipped and can just about cope with the number of teachers currently employed. A room just opposite the teachers' room has recently been allocated to them for preparation purposes. Teachers have access to a kitchen on the third floor as well as tea and coffee making facilities in their staffroom.

Learning resources	Area of strength
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.	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.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Strength
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P8 Teachers are provided with the teachers' copy of the current coursebook and all related materials. They have access to a wide range of online materials. Methodology books are plentiful and there is a good supply of commercially produced resources as well as in-house materials. All are clearly organised and easily accessible.

P9 All the classrooms have either interactive whiteboards or laptops and projectors and teachers have access to computers in the staffroom. Students have access to several computers on both floors. Technical support is outsourced to a private company which staff reported responded swiftly and gave an excellent service.

P11 Orientation to the computers available in the school is part of the students' initial induction. Staff make themselves available to answer any student questions on language and offer assistance on independent learning and using the computers.

P12 The DoS discusses with the teaching staff at the beginning of each year what new coursebook(s) should be trialled. Teachers may request additional books, and the DoS can purchase anything she judges to be useful and the finance department agrees to. The generous investment in classroom technology and online materials have enhanced the learning and teaching experience for students and staff.

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

T4 The DoS and ADoS are both well qualified for their roles. The DoS is, apart from the owner of the school, the longest serving staff member.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
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.	Strength
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

Comments

T5 The DoS balances teachers' skills and interests with student and school needs and takes account of individual circumstances. The DoS may well move a teacher on from his/her comfort level and suggest a different level for development purposes.

T8 The teachers' handbook provides useful guidance on continuous enrolment and there have been CPD sessions on this topic. The teachers were very positive during the focus group meeting about the help with this particular issue.

T9 There is a good range of support strategies in the school. Less experienced teachers are usually informally mentored by more experienced colleagues. In-house professional development sessions take place regularly, many of which are designed and led by the teaching team as the DoS is keen to draw on her colleagues' expertise and skills.

T10 There are three phases of observations in the school. In addition to regularly scheduled observations at times agreed with the teachers, there are unannounced drop-in observations as well as peer observations, which also take place regularly. The feedback provides supportive and constructive comments to ensure that maximum benefit is gained. Teachers reported appreciation of the observation process and the feedback they receive.

Course design and implementation	Met
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	Met

curriculum, encourage the acquisition of language and the development of relevant language skills.	
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.	Strength
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

Comments

T15 Study and learning strategies are an integral part of the coursebooks chosen. These are also made explicit in the syllabus document. Students are given access to resources for independent and guided learning, including useful websites for further English practice. Academic staff encourage students to develop their language skills outside the classroom using the extensive technology the school can offer. Homework is regularly set and marked.

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.	Strength
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

T18 Students are given a progress test every Friday. Test results are carefully recorded and if weaknesses are noted, help is available (See T19).
T19 If students are not showing sufficient progress, they are invited to attend a language clinic where their individual language problems are attended to. The clinic runs three days per week for an hour each time. These sessions are free of charge.

Classroom observation record

Number of teachers seen	14
Number of observations	14
Parts of programme(s) observed	Morning and afternoon classes covering the full range of classroom activities available

Comments

15 teachers were timetabled during the inspection. In one case the students did not turn up to the class as expected due to the Eid al-Adha celebrations. It was not possible to re-schedule the observation.

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.	Strength
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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
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 showed a sound knowledge of the linguistic systems of English and provided students with good models. The phonetic script and word stress marks were much in evidence. Grammar points and new vocabulary were explained well.	
T24 Lessons were well planned and in most cases with good student profiles showing that course objectives had taken students' learning needs and cultural backgrounds into consideration. Teachers coped well with reduced student numbers.	
T25 Clear and relevant outcomes were made known to students and expressed as student learning aims rather than teacher aims and provided coherent stages of progressive learning.	
T26 A very good range of techniques was seen, all appropriate to levels and learner needs. Lessons had good pace. Lessons were interactive with the use of effective questioning and elicitation techniques. Task-based work was carefully prepared to good effect. Pair and small group work were well monitored. Careful preparation for listening exercises was noted.	
T27 Management of resources was an impressive feature of the teaching. Where coursebooks were used, they were adapted and supplemented with other materials. Interactive whiteboards were used skilfully to add interest and provide for learning style differences. Boardwork was nearly always neat, well planned and well organised.	
T28 Good examples of error correction, including peer correction were observed. Evidence was seen of the use of a marking code in written work.	
T29 There was reference back to previous learning. Teachers encouraged students to reflect on their own progress.	
T30 There was excellent rapport in every class. Students were fully engaged. Teachers were always courteous and interested in the students' contributions and made the tasks and topics relevant to the student experience.	

Classroom observation summary

The teaching observed met the requirements of the Scheme. It ranged from excellent to satisfactory and a notable number of lesson segments were very good. Lessons were carefully planned and teachers demonstrated a range of effective teaching techniques. Resources were used skilfully. Attention to pronunciation and the correction of errors were strong features in several lessons. Students were fully engaged and activities were focused.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	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.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 The school has detailed health and safety policies made known to staff and students through induction, handbooks and notices. Sensible procedures are carried out by trained staff, including a health and safety officer and fire marshals. Thorough risk assessments are in place and are regularly checked and brought up to date. Fire evacuation drills take place every three months and are recorded. The building has a vigilant concierge and identification checks are stringent. A health and safety leaflet is distributed to every class once a month as a reminder of procedures and students answer quiz questions on its content.

W2 There is an *Emergency Plan* to deal with major incidents. The Crisis Management Team is headed by the principal, but there is no named deputy to take over if he is not in school. In practice, this role would be assumed by the executive director or the DoS, but it is not stated in the plan. Staff are aware of the procedures.

W3 Students benefit from a high level of pastoral care from all staff, especially their teachers who, according to

students in the focus group meeting, would be the first port of call, but they were also aware of the help available from the two named welfare officers and from managers and reception staff. A multifaith room is available. All staff have had Safeguarding and Prevent training, know their students well, and are fully aware of their duty of care for all students. A strict IT policy is in place.

W4 Policies and practices emphasise respect for others and procedures are in place for dealing with any infringement of the rules of behaviour. These are made known to staff and students through induction, handbooks and excellent notices, and their effectiveness is demonstrated in the quiet, polite and respectful ethos of the school.

W7 Students receive relevant information and appropriate advice with regard to living in the UK at induction, in a well-produced handbook and through the approachability and involvement of all staff.

W8 Students are informed of their eligibility for NHS services and informed about dental services. There are four trained first aiders on the staff. A NHS walk-in centre is two minutes' walk from the schools; staff are always available to accompany students when the need arises.

Accommodation (W9–W22 as applicable)	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.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
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 All safety and suitability checks are recorded and were in order for the most part. A fire risk assessment had not been done by one homestay provider inspected, however, and data revealed a lack of fire risk assessments in a small number of other cases. A few homestay providers' re-visits are overdue.

W14 Student satisfaction is checked orally at an early stage, but more could be done to get a better return on written early-bird and end-of-course evaluation of all types of accommodation.

<i>Accommodation: homestay only</i>	
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

Comments

MCSE homestay hosts abide by the code of practice and minimum requirements as detailed in their contracts. Inspectors were assured that all items also applied to agency providers but, as no copy of the Manchester Homestay code of practice or handbook was available, this could not be checked.

<i>Accommodation: other</i>	
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

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

Comments

W23 All students have access to the social programme organised by MCSE. Although some brochures about events and places in and around Manchester are available, more could be done to raise students' awareness of local events.

W24 The social programme consists of a number of activities which take place either onsite or within walking distance of the school for 1.5 hours over lunchtime and in the early afternoon every day; they are designed to suit different types of students. Students receive help to book and pay for excursions organised by an external commercial company at weekends.

Safeguarding under 18s

Safeguarding under 18s	Met
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.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not 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.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
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+ students on its adult courses. At the time of the inspection there were 10 under 18s, about eight per cent of the total number of students. At peak, however, the percentage was much higher at almost 50 per cent but this included the summer programme for juniors (11–17) being run at Salford University.

S2 The Designated Safeguarding Lead (DSL) and her deputy are trained to specialist level. All staff must do online basic safeguarding training and certificates of completion are on file. Refresher courses are run every year and attendance is compulsory. Homestay hosts are briefed about safeguarding during visits and re-visits. They are given a copy of the safeguarding policy and a number of specific points are covered in the handbook.

S3 The school's parental consent form does not clearly separate information for the parent to read and understand from items for which the parent's consent is needed. Consent for medical treatment was not on the form, but an additional page was produced before the end of the inspection which covered this aspect of parental consent satisfactorily, so it is no longer a point to be addressed.

S5 Under 18s sign in and out every day so are well known by reception staff, who also keep an eye on the relaxation area; under 18s are highlighted on the register and any absence is checked up on immediately. Supervision ratios during lessons and activities are above the required minimum.

S6 Students are given some advice about their free time, but the main controls are that the student is expected to go home for their evening meal and homestay hosts are required to strictly enforce the evening curfew times. There are clear procedures for responding to missing students. If under 18s go on an excursion arranged by the commercial company at weekends, a member of school staff must accompany them.

S7 All under 18s must stay in homestay accommodation unless they are living with their own family or guardian.

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	2006
Last full inspection	2014
Subsequent spot check (if applicable)	2016
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	2015
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Teacher training courses leading to TEFLI status
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Junior vacation course at Salford University

Private sector

Date of foundation	2005
Ownership	Name of company: Manchester Central School of English Company number: 8392893
Other accreditation/inspection	ISI

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	The junior course takes place at Peel Park, Salford University Campus. Lessons and many leisure activities take place on site. Accommodation is also on site in ensuite bedrooms.

Student profile

	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	78	335
Full-time ELT (15+ hours per week) aged 16–17 years	10	76
Full-time ELT (15+ hours per week) aged under 16	0	177
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	88	588
Junior programmes: advertised minimum age	11	11
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Saudi Arabian	Saudi Arabian

Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–44	16–44
Adult programmes: typical length of stay	17 weeks	12 weeks
Adult programmes: predominant nationalities	Saudi Arabian	Saudi Arabian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	15	30
Number teaching ELT 20 hours and over a week	15	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	14	
Total number of support staff	1	

Academic manager qualifications profile

Profile at inspection		Number of academic managers
Professional qualifications		
TEFLQ qualification		2
Academic managers without TEFLQ qualification or three years relevant experience		N/a
Total		2
None.		

Teacher qualifications profile

Profile in week of inspection		Number of teachers
Professional qualifications		
TEFLQ qualification		3
TEFLI qualification		12
Holding specialist qualifications only (specify)		0
Qualified teacher status only (QTS)		0
Teachers without appropriate ELT/TESOL qualification		0
Total		15
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	16	10
Private home	0	0
Home tuition	0	0
Residential	21	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	0
Staying in privately rented rooms/flats	41	0
Overall totals adults/under 18s	78	10
Overall total adults + under 18s	88	

Points to be addressed

Management

M9 There are job specifications for all members of staff, but in some cases they are out of date and do not reflect the full range of tasks the staff member is expected to carry out.

Welfare and student services

W2 There is no named deputy to take over leadership of the Crisis Management Team in the event of a major incident.

W11 A fire risk assessment had not been done by one homestay provider inspected. Data revealed a lack of fire risk assessments in a small number of cases. A few homestay providers' re-visits are overdue.

W14 More could be done to get a better return on written early-bird and end-of-course evaluation of all types of accommodation.

W23 More could be done to raise students' awareness of local events.

Safeguarding under 18s

S3 The school's parental consent form does not clearly separate information for the parent to read and understand from items for which the parent's consent is needed.

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 2019. [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.
