



INSPECTION SUMMARY

PHOENIX SCHOOL OF LANGUAGES

Report Section A



Organisation Profile

Title Details

Organisation Title	Phoenix School of Languages
Owner / Parent Company	Katie Cox
Principal / Chief Executive	Katie Cox
Company Reference number	n/a
HTS Reference number	n/a
Date provider established	May 2013

Contact Details

Web	www.phoenixesol.co.uk
Email	info@phoenixesol.co.uk
Telephone / Fax	01935 509530
Registered Office Address	Thorne House, Eastville, Yeovil, Somerset BA21 4JD

Accreditation Details

Date first accredited	February 2014
Date of current accreditation visit	21 October 2014
Date of current report publication	10 November 2014
Next Inspection	2015 tbc
Inspector	Sue Harris
Moderator	Valerie Ainscough

Provision Type (in year of inspection)

Type of provision	<input checked="" type="checkbox"/> Single centre	<input checked="" type="checkbox"/> Year round	<input type="checkbox"/> Under 18
	<input type="checkbox"/> Multi centre	<input type="checkbox"/> Seasonal	<input checked="" type="checkbox"/> Over 18
	<input type="checkbox"/> Home tuition		

Number of teachers	0 teaching 10 hours or less per week
	0 teaching 11 – 20 hours per week
	1 teaching more than 20 hours per week

Number of support staff	0
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Types of accommodation provided	<input type="checkbox"/> Residential	<input type="checkbox"/> Student house	<input checked="" type="checkbox"/> None offered
	<input type="checkbox"/> Homestay	<input type="checkbox"/> Hotel or similar	

Locations assessed under this inspection	Yeovil, Somerset
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Phoenix School of Languages: Report Summary 2014

Phoenix School of Languages is a modest school which provides good value for money to local students.

The quality of ESOL teaching is good and the school is ready to develop its EFL provision and attract a wider range of students from outside the UK. The school provides a warm and friendly atmosphere and is very supportive of students. The owner has a good understanding of students' needs and this is underpinned by formal welfare training. Students are appreciative of the personal attention and friendship the school offers.

The school has made some progress in consolidating its structure and systems. It is committed to improving some aspects of administration and to introducing more formal systems for monitoring the quality of teaching, as recommended by the inspection team.

Student numbers have yet to grow and the school's ability to deliver a quality experience to larger numbers of students remains untested.

Points of Exceptional Quality or Innovation

PEQI

Criteria	Details from Report
(PEQI1).	Both classrooms are fitted with interactive whiteboards and the school is commended for making this investment.

The details below are designed to inform the reader with regard to criteria and specific areas addressed at all inspections (shown in *italic script*). Full details of the core documentary evidence that is required by the inspectors can be found in the Inspection Handbook on www.ablsaccreditation.co.uk.

It should be noted that in order for accreditation to be awarded the criteria in *all sections* must be met.

1. Legal requirements

The organisation must demonstrate that it is meeting all statutory and legal requirements connected with the operation of its business including:

- *Health and Safety*
- *Planning consent*
- *Security of tenure*
- *Child protection*
- *UKBA regulations*
- *Employment law*
- *Copyright regulations*
- *Insurance*
- *HMRC obligations*

Requirements of the ABLs standard met

2. Premises

The premises must provide a safe, clean and comfortable learning environment for the students. They must be fit for the purpose and must be honestly represented in marketing material. All areas used by staff and students must be fit for purpose and accessible (e.g. heating, lighting, ventilation, décor, size).

Where appropriate, spaces should be provided for students' relaxation. Food preparation areas should be hygienic.

Adequate clean toilet facilities must be provided with hand-washing facilities and arrangements for sanitary waste disposal.

The size of the teaching rooms must reflect the size and type of group taught in them. They should be reasonably soundproof and provide a satisfactory learning environment. The furniture should be adequate and suited to the purpose it serves. All social programme activity must be operated in line with statutory requirements and best practice. In all advertising, the organisation must promote itself in an accurate manner.

Requirements of the ABLS standard met

3. Management and administration

The organisation must be managed effectively and appropriately for the type of business being conducted with due concern being paid to the rights of its staff and students and the requirements of outside agencies.

It is expected that the management team will have qualifications and experience appropriate to their function.

Staff contracts must specify terms and conditions of employment including pay, holiday and pension entitlements, sickness arrangements, hours of work, and disciplinary and grievance procedures.

Senior managers should ensure that staff and students are aware of the organisation's Equality and Diversity Policy. Records should be kept to show that the policy has been brought to the attention of those concerned e.g. the date on which the document was issued, in which format and that the staff/student member has read it. It may, for example, form part of a code of conduct or a job description.

ABLS does not determine the content of such policies. However, it is expected that managers are familiar with UK law relating to such areas and that such policies demonstrate sensitivity to such matters.

Where possible the organisation should demonstrate commitment within their practices/provisions e.g. the provision of ramps for disabled access (where building regulations/conditions allow) or employment practices that show commitment to equal treatment of all groups – aspects which will be readily accessible at inspection.

Employers must not discriminate against an actual or potential employee on the grounds of gender, sexual identity, marital status, disability, age, race, religious belief or trade union membership.

Requirements of the ABLS standard met

4. Academic management

The organisation must provide its students with real learning opportunities and have systems in place for monitoring students' learning and progress and quality assuring the performance of its teachers.

ABLS expects that students will be made aware of the qualifications and experience of teaching staff. Teaching staff should hold an ELT certificate resulting from a course of at least one hundred contact hours and a minimum of six hours' observed teaching practice. All qualifications must be validated by a university or internationally-recognised examination board.

The academic manager is expected to have at least a Diploma in ELT/TESOL (level 7 NQF).

Requirements of the ABLs standard met

5. Classroom management

Lessons must be planned and delivered in such a way as to provide each individual student with the chance to learn in a meaningful and enjoyable way.

Requirements of the ABLs standard met

6. Academic Resources

The organisation must provide resources of a type, quality and quantity fit for purpose. The organisation should be clear in publicity material about who is responsible for providing any course textbooks and what happens to the books at the end of the course.

Teachers should have access to a wide variety of teaching aids and a list of all teaching/learning resources held by the provider should be made available.

Audiotapes, videos and DVDs are valuable teaching resources that should be readily available to teachers. A minimum of one audio device per teaching area is expected.

There should be a clear policy regarding the availability of reference books and dictionaries.

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Requirements of the ABLs standard met

7. Student welfare

The organisation needs to show that it understands and makes provision for the special needs of students who are studying away from home in a foreign country. The organisation must show awareness of its responsibilities in terms of caring for its students by providing access to any relevant advice and help connected to the needs and particular circumstances of its students.

The qualifications, experience and DBS status of the person(s) named as responsible for welfare, accommodation and social programmes should match their duties. There should be a clear job description.

Students should be aware of who is responsible for welfare and what they have to do in an emergency.

A detailed register of home-stay accommodation must be kept. A policy and system of implementation for selection and inspection of homestay accommodation must be in place which takes into account student concerns and welfare as the first priority.

All those who have close contact with students under 18 or vulnerable adults should comply with current legislative requirements. It is expected that individual student preferences are taken into account in allocating accommodation.

There must be a clear home-stay host's agreement that lays out the duties and responsibilities of the organisation and the host. Students should be given guidelines for behaviour where appropriate. Home-stay hosts should ensure that they have valid insurance cover.

Requirements of the ABLS standard regarding welfare met (no accommodation offered).