

Organisation name	Magnifico Travel Limited, head office Harrow
Inspection date	24–26 July 2016

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 <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Magnifico Travel Ltd in July 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language teaching organisation offers residential vacation course for under 18s.

Strengths were noted in the areas of staff management, premises and facilities, academic management, teaching, care of students, leisure opportunities and care of under 18s.

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

Organisation profile: multicentre

1. Collated data for whole organisation (including eligible centres not inspected)

Inspection history	Dates/details
First inspection	2007
Last full inspection	2012
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1999
Ownership	Magnifico Travel Limited. Company number 03824681
Other accreditation/inspection	N/a

Premises profile

Address of HQ	30 North Avenue, North Harrow, London HA2 7AE
Addresses of centres offering ELT at the time of the inspection	<p>HARROW Halls of Residence, University of Westminster, Harrow Campus, Watford Road, London HA1 3TP</p> <p>READING Park Group, UPP, Windsor Hall Reception, University of Reading, Shinfield Road, Reading, Berkshire RG6 6HW</p> <p>LEICESTER John Foster Hall Reception, University of Leicester, Manor Road, Oadby, Leicester LE2 2LH</p>
Addresses of any additional centres not open or offering ELT at the time of the inspection	N/a
Profile of sites visited	<p>Harrow – University of Westminster, Harrow Campus This consists of a refurbished 1950s building, formerly Harrow College of Higher Education, which now is home to Westminster School of Media, Arts and Design. It is a compact campus and has 24-hour security. Magnifico Travel has three classrooms and a teachers' room, and an office for administration and meetings. It also has use of other university facilities including the canteen, a large room behind the canteen for relaxation with a stage, the Student Union for weekly discos, and a large central common area by reception. It rents the campus sports hall periodically for indoor football, basketball and badminton and has use of a grass playing field outside. There is accommodation on campus in single ensuite rooms arranged in flats in a student residence for students, staff and group leaders. Northwick Park tube station and Northwick Park hospital are close by. At the time of the inspection, two other language teaching organisations were running courses, but their students were effectively separated from Magnifico's by different timetables for breaks and lunch.</p> <p>Reading – University of Reading and St Joseph's College. The management office and doctor's surgery are in two adjacent halls of residence in a new court on the edge of the University of Reading campus. The accommodation for students, staff and group leaders consists of single modern ensuite bedrooms arranged in flats of, typically, six bedrooms with a shared kitchen. Access to the buildings, flats and rooms is by individually set electronic</p>

	<p>key-cards. The organisation also has access to volleyball, basketball and football facilities on the campus.</p> <p>Teaching, dining and most leisure activities take place across the campus perimeter road at St Joseph's College, an independent Catholic day-school for children from age three to 18. This provides classrooms, a teachers' room, a dining hall, and indoor and outdoor spaces for activities. At the time of the inspection, The organisation had sole use of the site. Crossing the road between the university campus and St Joseph's is supervised by activity staff.</p>
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Student profile	Collated totals at time of inspection: all centres	Collated totals in peak week: w/c 11/07/16 (all centres)
Of all international students, approximate percentage on ELT/ESOL courses	100	100
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	34	37
Full-time ELT (15+ hours per week) aged under 16	230	326
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 of ELT/ESOL students shown above	264	363
Minimum age	10	10
Typical age range	10–17	10–17
Typical length of stay	2 weeks	2 weeks
Predominant nationalities	Italian, Spanish, Russian, Kazakh	Italian, Spanish, Portuguese, Russian, Kazakh

Staff profile	Collated totals at time of inspection: all centres	Collated total in peak week: all centres
Total number of teachers on eligible ELT courses	22	28
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	0	
Number teaching ELT 20 hours and over/week	0	
Total number of administrative/ancillary staff	31	

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection: collated totals at all centres	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	1
Certificate-level ELT/TESOL qualification (TEFLI)	27
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualifications (NB Rationales need to be prepared for teachers in this category at centres inspected; inspectors may ask for rationales for teachers at other centres)	0
Total	28

These figures exclude the academic managers

Comments

The academic manager is based at head office, and supports an academic centre manager at each site.

Course profile (across all centres covered by this accreditation)

Eligible activities	Summer		Other times of year		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

All courses are summer vacation courses for under 18s.

2. Data on centres visited.

1. Name of centre	University of Westminster, Harrow Campus
2. Name of centre	University of Reading
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: these centres					Totals in peak week: these centres				
	1	2	3	4	5	1	2	3	4	5
Centres	1	2				1	2			
Of all international students, approximate percentage on ELT/ESOL courses	100	100				100	100			
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	0	0				0	0			
Full-time ELT (15+ hours per week) aged 16–17 years	17	11				11	11			
Full-time ELT (15+ hours per week) aged under 16	38	88				73	88			
Part-time ELT aged 18 years and over	0	0				0	0			
Part-time ELT aged 16–17 years	0	0				0	0			
Part-time ELT aged under 16 years	0	0				0	0			
Overall total of ELT/ESOL students shown above	55	99				84	99			
Minimum age	12	10				12	10			
Typical age range	12–17	10–17				12–17	10–17			
Typical length of stay (weeks)	2	2				2	2			
Predominant nationalities	Italian, Spanish, Russian, Kazakh					Italian, Spanish, Portuguese, Russian				

Staff profile	At inspection					In peak week				
	6	8				6	8			
Total number of teachers on eligible ELT courses	6	8				6	8			
Number teaching ELT under 10 hours/week	0	0				0	0			

Number teaching ELT 10–19 hours/week	6	8				6	8			
Number teaching ELT 20 hours and over/week	0	0				0	0			
Total number of administrative/ancillary staff	9	12				9	12			

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection: at these centres										
Professional qualifications						Total number of teachers				
Diploma-level ELT/TESOL qualification (TEFLQ)						0	1			
Certificate-level ELT/TESOL qualification (TEFLI)						6	7			
YL initiated						0	0			
Qualified teacher status only (QTS)						0	0			
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications						0	0			
Total						6	8			

These figures exclude the academic manager(s)

Comments

None.

Accommodation profile

Numbers at time of inspection: at these centres										
Types of accommodation						Adults			Under 18s	
Arranged by provider/agency										
Homestay									0	0
Private home									0	0
Home tuition									0	0
Residential									55	99
Hotel/guesthouse									0	0
Independent self-catering e.g. flats, bedsits, student houses									0	0
Arranged by student/family/guardian										
Staying with own family									0	0
Staying in privately rented rooms/flats									0	0
Overall totals adults/under 18s									55	99

Centres	1	2	3	4	5
Overall total adults + under 18s	55	99			

Introduction

Magnifico Travel (Magnifico) was established in 1999 to run junior summer courses in the UK. It is a family-owned business based in Rome with a small UK seasonal office in Harrow, west London. Its directors also own an educational travel agency which organises study trips in Italy and abroad.

This year, the organisation was operating three summer centres at the universities of Leicester, Reading and, for the first time, the University of Westminster's campus in Harrow. Students typically stay for a two-week term, all book through agents and most come in groups with a leader. The majority are from Italy but some groups come from Greece, Kazakhstan, Portugal, Russia and Spain.

In 2016 the courses in Leicester and Reading were for students aged 10 to 17 and in Harrow for 12 to 17. They provided 18 or, in Harrow, 15 hours of tuition a week, activities and excursions, and on-campus residential

accommodation. The centres were open for two weeks in July in Reading, four weeks in Leicester and six weeks in July and early August in Harrow. Each centre had its own centre manager, academic centre manager and activities manager, and a staff of teachers, activity leaders and a doctor. Staff and group leaders were accommodated on site. The operations manager UK and its academic manager are based at a small office in Harrow during the summer but spend much of their time visiting centres.

This inspection lasted two and a half days. On the first day the inspectors visited the University of Reading campus and on the second the University of Westminster Harrow campus. Neither of these centres was visited at the last inspection. At both the inspectors spoke to the local management teams and toured the premises and facilities. They held meetings with the teachers, activity leaders and international group leaders and, observed segments of all the teachers' lessons. On the third day they visited the head office in Harrow and interviewed the operations and academic managers and checked documents and records.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The company and centre management structures are clearly described in an organogram, and there are reliable arrangements in this small, experienced management team to ensure continuity at all times.

M3 Job descriptions, which are issued with staff contracts, are reviewed every year.

M4 There are very effective formal and informal channels of communication within centres and with the UK and Italian offices. These include daily staff meetings in centres, frequent visits by the operations and academic managers and daily contact by internet and telephone with Rome. Although the centre and activity managers at the three centres are Italian, only English is used in front of students.

M5 The 17-page staff handbook, revised in 2016, gives information on a range of policies and procedures.

M6 Staff files included CVs, copies of ID and certificates. There was evidence that references are taken up. Copies of certificates in Reading had not been signed to confirm that the originals had been seen but those in Harrow had.

M7 Induction procedures are very thorough. Centre management arrives on site four days before the start of the course followed by activity leaders, then teachers and finally the students. Each member of staff is interviewed by the centre manager on arrival and there is appropriate training and pre-course documentation.

M8 At the end of their employment, teachers and activity staff complete evaluation questionnaires, and give and receive oral feedback.

M9 Staff receive appropriate professional development both during their inductions and throughout their employment from centre and head office management teams. Teachers have weekly continuing professional development sessions designed by the UK academic manager and receive feedback on their lesson observations.

They are required to produce lesson plans for all their lessons, which their academic centre manager checks and, where necessary, discusses. Activity staff receive support and development from their centre and activity managers.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 At both centres visited, group leaders praised the efficiency and helpfulness of staff both at head office and at their centre.

M11 Students receive information and advice via their group leaders or agents, usually from the company's offices in Rome.

M13 Students' next of kin contact details are collected when they arrive at their centres.

M14 Student attendance and punctuality are effectively checked from the start to the end of the day for all on- and off-site activities. Any absence is immediately followed up.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M16 A written action plan based on points to be addressed arising from the last inspection report has not been produced.

M17 The operations manager arranges meetings to collect feedback from centre staff. The academic manager produces a written report for each centre at the end of the season.

M18 Group leaders collect feedback informally from their students and pass on any relevant information to centre managers. However, there is no systematic collection of initial feedback or recording of any action taken. End-of-course feedback is collected by questionnaire, analysed by the operations manager and circulated to centre managers and staff.

M20 There is a commendably clear, accessible complaints policy, procedure and form included in the student handbook.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
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Comments

Publicity consists of a brochure and its website. As all students come in groups with leaders or book through agents, the brochure and website are primarily intended as support materials for agents and group leaders.

M21 Publicity is in clear, accurate English, carefully written to be accessible to non-native speakers

M22 The information given is accurate, comprehensive and gives rise to entirely realistic expectations. Photographs of students, teachers, premises and facilities are authentic.

Management summary

The provision meets the section standard. The management of the organisation operates efficiently to the benefit of its students and in accordance with its publicity. Seasonal staff are well supported by comprehensive inductions and good communications. *Staff management* is an area of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 Both the University of Reading and University of Westminster, Harrow campuses provide spacious, comfortable and appropriate residential environments for teenage students and staff.

R2 Both centres, including external areas, are clean, well decorated and very well maintained.

R3 Classrooms at both centres were at least adequate in size and were suitably furnished to allow some flexibility of layout. In Harrow, where the inspection coincided with one of the hottest days in the year, two of the three classrooms in use in the afternoon were uncomfortably hot and there were no fans available to improve ventilation.

R4 At both centres there were very good facilities and ample space for relaxation and the consumption of food. All meals on site were taken in large, light dining halls and there were pleasant areas inside and out for recreation and games.

R6 Staff in both centres were provided with large, suitably equipped staffrooms

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

R7 Courses are based on a graded spoken examination syllabus. A suitable range of general English and examination-preparation materials is available at both centres.

R9 There is a good provision of educational technology at both centres, including computers, projectors, audio equipment and some interactive whiteboards. Staff inductions include suitable training in the use of the technology. Technical support is readily available.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. At both centres visited, the learning resources and environments were suitable for the type of course and age of the students enrolled. Both centres were very comfortable and well maintained and offered an appropriate professional environment for staff. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 Two teachers did not have level 6 qualifications but rationales for their employment were provided and accepted in the context of this inspection.

T4 The academic manager is appropriately qualified and experienced. She is based in the summer at the head office and spends much of her time visiting the three summer centres supporting the academic centre managers, observing the teachers and providing the CPD sessions. The three academic centre managers have between seven and 30 years' ELT experience and previous experience of working for the organisation.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 The academic manager selects teachers for classes using a number of criteria. These include previous experience with the organisation, previous experience with young learners and experience of the examinations used to guide the course syllabus.

T7 Students are timetabled according to level, age, examination experience and, where appropriate, by nationality. Although there is a preponderance of Italian students, it is usually possible to achieve classes with a sufficient nationality mix to ensure that only English can be used for effective communication. In Harrow, teachers take their classes for half-day London 'mini-tours' so are with them all day. In Leicester and Reading, where teachers only teach in the mornings and share their classes with another teacher, more and less experienced teachers are paired.

T8 There are sound arrangements for covering absent teachers. In some centres there is a 'floaters', in others any absence is covered by deploying staff from another centre or by the academic centre manager providing cover.

T9 At all three centres, courses are planned to last two weeks and groups of students with their leaders usually arrive and depart on the same days.

T10 The organisation provides teachers with a good level of support. They have a two-day induction before teaching begins, a weekly professional development session, and feedback from their observations. In Leicester and Reading, less and more experienced teachers are paired. (In Harrow, where teachers are with their classes all day, five of the six teachers were returning from previous seasons.) There is also the *Magnifico Summer School General English Course 2016* handbook which includes practical advice and guidance on lesson structure, grading, teaching tips and links to further information on examinations and general teaching.

T11 All teachers are formally observed by the academic manager at least once during the season, receiving written and oral feedback and completing a post-observation 'reflection' sheet. Most of the teachers and all the newcomers

had been observed, and the manager had conducted 'drop ins' on all those she had not yet reached in her formal observation schedule. In addition, at Harrow, the TEFLQ teacher had conducted some additional observations on 'plan-less lessons' which she was using as a form of additional professional development.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 The course design is based on the syllabus of an established international English oral examination which emphasises functional and communicative 'can-do' skills. It follows a two-week cycle suitable for the students' typical length of stay. About half of them will take the exam at an appropriate level at the end of their course when examiners visit their centres.

T13 The course design is reviewed every year.

T14 Teachers post a weekly plan of work, expressed in accessible terms, on their classroom doors. Part of the student handbook is a notebook section, 'My Diary'. At the start of every lesson, teachers encourage their students to write down the "Lesson goals" in a space at the top of each page, and at the bottom a space where students write the learning achievements under a heading "I can".

T16 Teachers encourage students to consider how they can use new language they have practised in class while on excursions and activities outside. Staff, from whatever country of origin, use only English when talking to students.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T18 At the three centres, students are encouraged to choose and prepare an individual or small group presentation to give on the final afternoon of their course. For those students taking a final oral examination, the examination board normally returns the candidates' results within less than 24 hours.

T21 Students receive a certificate of attendance at the end of their course specifying the approximate CEFR (Common European Framework of Reference for Languages) level of the class they have studied in, but the wording of the certificate could be interpreted to indicate that it is a certificate of language-level attainment.

Classroom observation record

Number of teachers seen	14
Number of observations	14
Parts of programme(s) observed	All

Comments

At both centres, students worked on communicative general English, often with reference to the oral examination many were preparing to take. The lessons observed ranged in level from CEFR A1 to C1.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Most teachers demonstrated a sound knowledge and awareness of English and provided accurate models.

T24 The content of lessons was well chosen to build on what students already knew, to meet their communicative needs and to match the requirements of the oral examination many were taking at the end of their course.

T25 In most lessons the learning aims were shared with, or in a few cases elicited from, the students and posted on the whiteboard.

T26 Teaching techniques were generally appropriate to the needs and age of the students. They included games, mime, races and role play, which often involved students getting up and moving about the classroom. However, both inspectors noted a lack of pronunciation work, with very little controlled oral practice, little attention paid to individual sounds and word stress, and little pronunciation practice of connected speech. The teachers' approach to pronunciation was generally not systematic and integral to their presentation of the language.

T27 Classroom management was good, with clear instructions and deadlines for activities set and adhered to. Understanding of instructions was checked and demonstrations of what the teacher intended were sometimes provided. Whiteboards, audio, video and projected images were all used effectively, and students were encouraged to take notes in their course 'diaries'. Students' seating configurations were changed to vary communication patterns.

T28 Students were generally given encouraging feedback. Effective use was made of self, peer and delayed correction. However, a few teachers failed to check that their corrections were clear to their students, or missed opportunities where intervention would have been helpful.

T29 Most lessons included activities such as question and answer or end-of-lesson summary tasks to evaluate learning.

T30 Teaching was generally conducted at a good pace. There was always a positive learning atmosphere and students were clearly engaged in and enjoying their lessons. Teachers knew their students' names and had clearly developed a good rapport with them. At both centres, the students interviewed were enthusiastic about their lessons and their teachers.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was generally of a high standard. It ranged from satisfactory to excellent with the majority of lesson segments seen being good. Planning was thorough and took into account the students' interests and needs. A suitable range of techniques was observed and learning resources were managed effectively. In some lessons there was insufficient attention paid to pronunciation or to correction. However, generally lessons were conducted at a good pace, included a variety of suitable activities and students were engaged in and clearly enjoying their classes.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. Teachers have appropriate qualifications and are given a good level of support to ensure their teaching meets the needs of their students. The course programme is well suited to the age and interests of the students and is managed to their benefit. The teaching observed meet the requirements of the Scheme. *Academic management* and *Teaching* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 There is very good provision for the safety and security of students on the premises and all significant risks are addressed. There is 24-hour security on campus and outside areas are controlled by CCTV. Entry to the campus is through staffed reception areas, where visitors sign in and entry to residence buildings is by key or key card. Students are supervised at all times by activity staff, who are resident on campus. Students and staff are identified by coloured lanyards and regular number counts take place. Staff carry out night patrols on a rota system. A fire drill procedure is in place and there is evidence of a fire drill on the Reading campus, requested by the centre manager.

W2 All staff are encouraged to take responsibility for the students' pastoral care and it is evident that they take this responsibility seriously. Activity leaders, teachers and group leaders are given comprehensive training before the courses begin and roles and responsibilities are clearly stated in job descriptions and publicity. Students reported that they feel safe and cared for. The student handbook gives clear and simply stated information regarding pastoral care.

W3 Named members of staff responsible for the care of students are available at all times. Noticeboards placed at gathering points display photographs of staff and their roles and students reported that they felt well cared for by staff.

W4 The student handbook contains a simplified version of the school's policy on abusive behaviour and safe use of the internet. In their respective inductions, all staff are made aware of their duty regarding the Prevent strategy and students take part in discussions about issues related to abusive behaviour.

W6 Clear and detailed proformas are available for group leaders and individual students giving advice on travel and confirmation of travel arrangements.

W7 The handbook gives sensible and age-appropriate advice on facilities, laws and personal safety. Activity leaders patrol road crossings before and between lessons but there is no printed advice on general road safety.

W8 A doctor is resident on campus and is available 24 hours.

Accommodation profile

Comments on the accommodation seen by the inspectors

Accommodation is residential and located close to classrooms, dining areas and other facilities. Bedrooms are single, ensuite and furnished with a desk, shelving and wardrobe space. Communal facilities are available and the use of common rooms is supervised.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments

W9 Accommodation on both sites is of a high standard and provides students with a clean and safe environment. Shower rooms are ensuite and rooms undergo a light clean daily and a weekly deep clean. Bed linen is changed each week and further laundry facilities are available at a reasonable cost, although on the University of Westminster campus, the laundry was only open during the evening and night.

W11 All residential accommodation is on the university campuses and inspections for safety are carried out by the host organisations.

W12 Records of fire risk assessments and gas safety checks made by the host organisations are provided to the school.

W14 Accurate and sufficient information about residential accommodation is provided. Students are encouraged to report any problems to their group leaders early on in their stay but there is no formal system of collecting or recording initial feedback.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

No homestay accommodation is provided.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W23 A doctor employed by the school is resident at each centre and on call 24 hours a day.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

No other accommodation is provided.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Students receive an outline of the leisure programme at the beginning of their course and have the opportunity to learn something about the destinations of their excursions in their Friday lessons.

W27 Groups on weekday activities are supervised by a minimum of two members of staff. In Reading, the activity leaders and activity manager are responsible for supervision of groups. At the University of Westminster, the mini-tours are supervised by one teacher and one activity leader per group. There is ample outside space and equipment on both sites for sports activities and alternative indoor space is available in poor weather. In Reading, the arts activities are led by trained specialists.

W28 Risk assessments are written for each type of activity and signed by the supervising staff, and all risks are addressed. Students are never unsupervised during the day or evening and the programme ensures that their time is filled seven days a week. A doctor with a first aid kit accompanies the students on each excursion and all staff are well trained in how to manage an emergency.

W29 The majority of the activity staff are very experienced and have a range of sporting and drama skills to offer. Activity managers in charge on each site have many years of service with the company and are able to deploy staff according to their skills and experience.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The school has clear and detailed procedures in place to ensure the safety and security of its students. These are well understood by staff and are rigorously implemented and documented. Students' pastoral needs are well met. Accommodation is comfortable and well-maintained and the management of the accommodation systems works to the benefit of students. The leisure programme is varied and staffed by a well-trained team and meets the needs of the students. *Care of students and Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

All students at the school are under 18.

C1 A safeguarding policy specifies procedures to ensure the safety and well-being of the students. All staff, including group leaders, have been given basic training. Staff responsible for implementing the policy are named in publicity and have had advanced or specialist training according to their roles. The policy is implemented through and supported by codes of conduct, safe recruitment checks and topics covered in student induction. The policy has recently been reviewed to cover the latest legislation and practice.

C2 All staff, including group leaders, work through the policy during their induction at the beginning of each season and the staff handbook contains a copy of the policy.

C3 The level of care given to students is explicit in publicity.

C4 Recruitment procedures are in line with safer recruitment best practice and appropriate suitability checks are carried out. Although gaps in CVs are investigated, this practice is not made clear in the school's standard correspondence with applicants.

C5 Students are supervised at all times and number counts are taken regularly outside lesson time. Nightly patrols take place at the residences. Supervision ratios are adequate and higher than the minimum during excursions, where there are two activity leaders per group. The leisure programme is appropriate to the age and needs of the students and staffed by well-trained activity leaders. At the University of Westminster, the teachers join the activity leaders on the activities.

C6 The students are never unsupervised but there are very clear rules for what students may do outside lesson time.

C7 All accommodation is residential and all meals are provided by the host organisations. Supervision ratios are appropriate and staff and group leaders are trained in how to respond to an emergency. Fire evacuation procedure is translated into the native language of the students on each course and posted at the entrances to the residences. A doctor is available 24 hours in each residence.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. The school takes great care to ensure that there is appropriate provision for the students within the organisation and in the leisure activities and accommodation provided. *Care of under 18s* is an area of strength.

Points to be addressed

Management

M6 Copies of certificates in Reading had not been signed to confirm that the originals had been seen.

M16 A written action plan based on points to be addressed arising from the last inspection report has not been produced.

M18 There is no systematic collection of initial feedback or recording of any action taken.

Resources and environment

R3 In Harrow, where the inspection coincided with one of the hottest days in the year, two of the three classrooms in use in the afternoon were uncomfortably hot.

Teaching and learning

T21 Students receive a certificate of attendance at the end of their course specifying the approximate CEFR level of the class they have studied in, but the wording of the certificate could be interpreted to indicate that it is a certificate of language-level attainment.

T26 There was a lack of pronunciation work, with very little controlled oral practice, little attention paid to individual sounds and word stress, and little pronunciation practice of connected speech.

T28 A few teachers failed to check that their corrections were clear to their students, or missed opportunities where intervention would have been helpful.

Welfare and student services

W7 There is no printed advice for students on road safety.

W14 There is no formal system for collecting and recording initial feedback from students.

Care of under 18s

C4 The school does not make it clear in correspondence with job applicants that gaps in their CVs will need to be explained.
