The Best of Britain

# UK Language Centre Rankings 2019



MSTONE BAY, BROADSTAIRS, KENT. GETTY IMAGES: CBCK-CHRSTINE

el·gazette

# Real life, genuine fun!

It's easy to see why kids and teens would want to spend their summer at BOSS.
It's an experience of a lifetime that offers more than meets the eye!

BuckswoodSummerSchool
Buckswood Overseas Summer School (BOSS)
www.buckswoodsummerschool.com
summerschool@buckswood.co.uk




boss
BUCKSWOOD OVERSEAS SUMMER SCHOOL

Accredited by the BRITISH COUNCIL for the teaching of English
TRINITY COLLEGE LONDON
ENGLISHUK
YOUNG LEARNERS ENGLISHUK
el gazette Centre of Excellence 2018

# MILLFIELD

el gazette Centre of Excellence 2019

## ENGLISH LANGUAGE HOLIDAY COURSES

IDYLLIC COUNTRYSIDE SETTING OFFERING A RANGE OF SPORTS AND ACTIVITES FOR JUNIORS



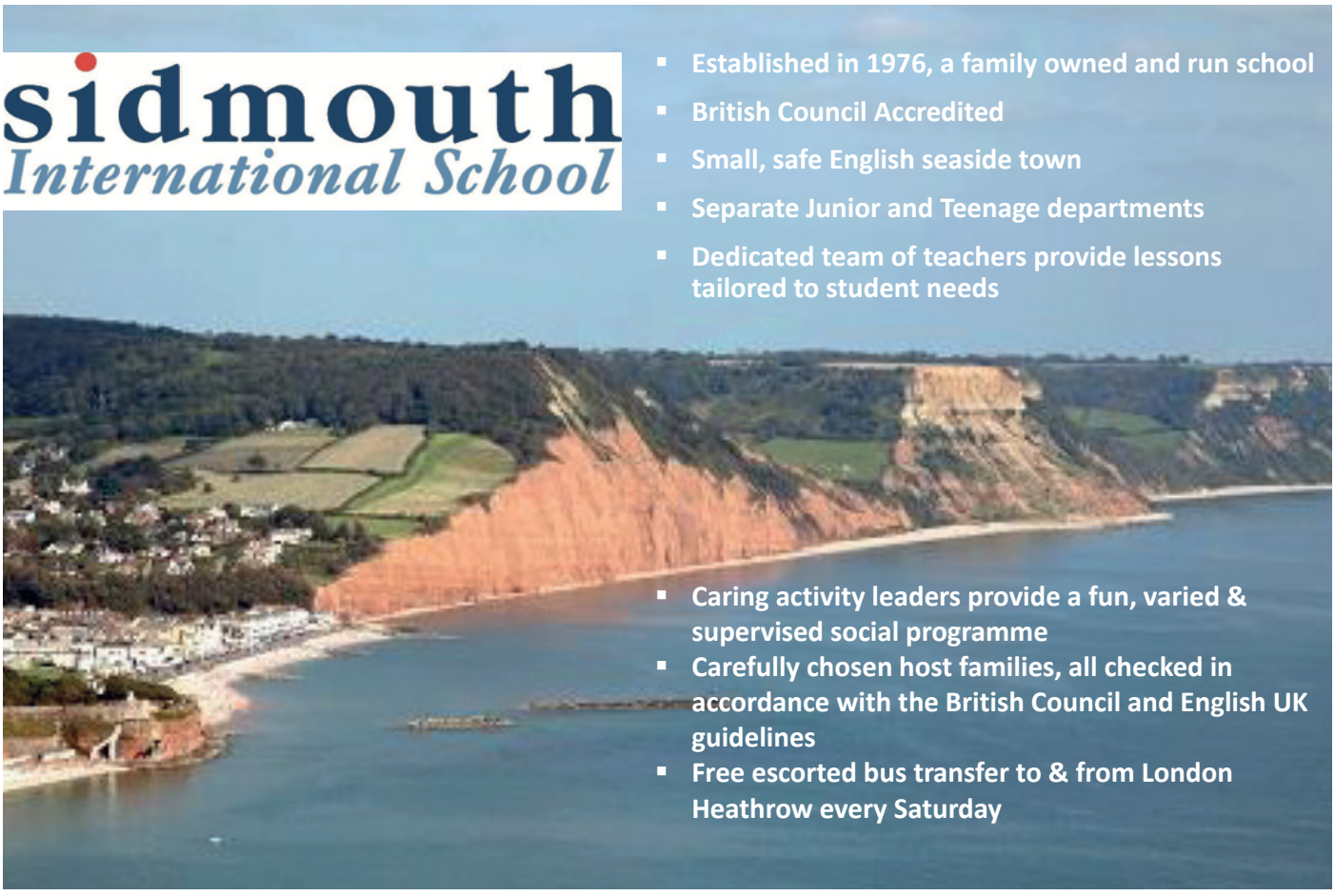
JOINT TOP BOARDING SCHOOL PROVIDER IN THE UK IN EL GAZETTE RANKINGS

15 hours of English tuition and two excursions per week, plus a full activity and social programme

MILLFIELD ENTERPRISES
T +44 (0) 1458 444 112 | Somerset, UK
E mahc@millfieldschool.com | W englishholidaycourses.com

# sidmouth International School

- Established in 1976, a family owned and run school
- British Council Accredited
- Small, safe English seaside town
- Separate Junior and Teenage departments
- Dedicated team of teachers provide lessons tailored to student needs



- Caring activity leaders provide a fun, varied & supervised social programme
- Carefully chosen host families, all checked in accordance with the British Council and English UK guidelines
- Free escorted bus transfer to & from London Heathrow every Saturday

# Three cheers for British EFL

Across all sectors, the UK's language centres are improving, based on the latest reports from the British Council inspectors, reports *Melanie Butler*

Welcome to our new rankings, and congratulations to all our new Centres of Excellence.

So who has been on the move in our rankings and what does this tell you about the industry?

Among the year-round private language schools, it is the well-established, family-run schools that have led the charge up the league tables. Two London schools, **Victoria School of English** and **Kensington Academy**, make their first appearance, as does ESP specialist **MLS Bournemouth**. Two 'grand old schools' in classic destinations also rose strongly: **Studio Cambridge**, recently acquired by Chinese education giant First Circle, and **ELC Eastbourne**, which features in our interview on page 46.

But when it comes to destinations, the top-scoring schools in less well-known locations have also come to the fore. So, congratulations go to **Leeds School of English, St Brelade's**, in Jersey and the **Liverpool school of English**, whose founder Maria McDonell explains on page 16 how the culture of a city can inspire a school.

The young learner specialists have made an even bigger splash. **Summer Boarding Courses** is the first summer operation to achieve a perfect score, with **Discovery Summer** on 14 points and **Millfield Summer Course** on 13, just behind. **Stonyhurst's** language school also joins the boarding school band of high performers.

Young learners have also produced our highest-riser as **Broadstairs English Centre**, which specializes in year-round school groups, has rocketed into the top 2 per cent, with its unique wrap-around learning approach (see page 16).

**Wimbledon School of English Juniors** flies straight into the top 10 percent on its first inspection, joined in the rankings by fellow summer schools **UKLC, Churchill House** and **Regents**, which joins British Study Centres as the only chain school with holiday operations to be named as an *EL Gazette* Centre of Excellence.

The chain schools had a relatively quiet year, with few major changes. **Oxford House London** entered the rankings, the first Australian-owned operation to do so, while **Kings Brighton** joins its sister schools in London Oxford in the rankings. **EF Eastbourne** makes its first appearance, while the **Kaplan Bath** and **Torquay** both went up.

Among the university language centres, **Edgehill** became our highest-ever scoring, newly-accredited centre, scooping 12 out of 14 strengths on its first inspection, and placing it just behind **Liverpool**, another new entry from the North West. Newly-accredited **Chichester**, **Swansea**, and our top-scoring pathway programme, **INTO Queen's Belfast**, also receive our congratulations.

Three Further Education (FE) colleges have also become new Centres of Excellence: **Perth College**, Scotland; **Belfast Metropolitan** in Northern in Ireland; and, in Wales, **Pembrokshire College**. Meanwhile, in England, the highest FE performer, **East Sussex College**, as our old friend Sussex Downs is now known, secures its position by scoring 13 areas of strength.

With nearly a third of all language centres now receiving strengths in 50 per cent or more of their areas in their British Council inspections, we can say for certain that the quality of EFL in the UK is growing ever stronger.



MELANIE BUTLER,
EDITOR IN CHIEF

## Contents


**20** MAKING THE GRADE
How top schools hang onto their staff

**21-22** SCHOOLS SPOTLIGHT
Two family businesses

**23-33** RANKINGS
Our 2019 league table and how to read it

**33** ANALYSIS
The role of high quality teaching

**34** ACCREDITATION
The impact of the IALC

**35** INTERVIEW: LEE HAWKES
The secret of St Edmund's success





# Retention is the key to success

## *Melanie Butler* explains how and why our four super-schools hang on to their staff

Only four language course providers have a perfect score on British Council Inspection reports: three year-round private language schools and one summer school organiser.

But how do they do on another important metric used in educational research: teacher retention. For mainstream UK education, keeping teachers is a key issue.

"We know that high-quality teaching is the thing that makes the biggest difference to young people's academic grades," says Sir Kevan Collins, CEO of the Educational Endowment Foundation. "Yet recruiting and retaining teachers… is challenging."

British Council inspections do not even cover staff turnover. But all three of the private language schools who received a perfect score on inspection retain close to 90 per cent of teachers, year-on-year.

Last year, the turnover rate at LSI Portsmouth was at13 per cent, it was less than ten per cent at Wimbledon School of English and at just 7.5 per cent at ELC Bristol.

"What helps us a lot to retain our teachers is that our student numbers are very stable," says John Duncan of ELC Bristol.

"Being able to retain our teachers helps us maintain the quality of the teaching and the resulting student satisfaction, in turn, helps us to achieve good student numbers year-round. So, without doubt, teacher retention is a key factor in our success."

High teacher turnover is inevitable for holiday course providers, who perforce have no permanent teaching staff. Summer Boarding Courses, which also has a perfect score, had 42 per cent of teachers returning this year. Their return rate in leadership roles is twice as high.

"All our DoSs have been with us for four summers or more," Sam Holderness point out.

The top three language schools all boast high levels of year-round permanent staff. All full-time staff at ELC Bristol are permanent, and the roughly half of all teachers who prefer to work part-time enjoy the same terms and conditions.



PIXABAY

Is teacher churn preventing your school from reaching its top potential?

More than 70 per cent of all teachers are permanent at LSI, rising to 90 per cent at Wimbledon School of English. Wimbledon CEO, Jane Dancaster said that, "Having a core team of permanent staff, both teachers and administrators, enables us to have a programme of continuous professional development (CPD). That in turn helps us to deliver consistently high quality programmes."

The availability of CPD is one reason teachers choose to stay at a school, according to LSI Portsmouth. Other reasons they cited were the feeling of being "settled," the "wide variety of courses" and "the collegiate atmosphere."

High quality teaching makes the biggest difference, so hang on to high quality teachers.



# Wrap-around learning

## *Melanie Butler* finds a school where everyone can help learners to learn

UK language schools put 'the student experience' at the top of their agenda. Broadstairs English Centre (BEC) has a different vision. Their aim is to create 'one continuous learning experience, to which every member of staff and every homestay provider contributes.'

This year, the British Council's inspectors found "ample evidence" that they have achieved their aim. They awarded BEC 14 areas of strength out of a possible 15, making it not only the highest-ranking year-round young learner specialist, but the only centre specialising in year-round school trips ever to become an *EL Gazette Centre of Excellence*.

We asked principal Chris McDermott why they set out to create a school which is not just learner-centred, but learning-centred?

According to Chris, "It is paramount that every opportunity for learning is taken: in class, on activities and in the home… everyone is on board to make this a unique childhood experience that can influence studies, careers and ambitions."

Chris and Alex, the school directors and owners, previously taught EFL, following on from their parents, Chris and Vivienne, who were both teacher-trainers. Their mother, Vivienne, now runs the excursion programme for the group leaders who accompany children to the school.

Group leaders are not only offered a free private excursion, but also some free classes, which can include language practice, methodology and new ideas for lessons.

The training doesn't stop with group leaders. The inspectors note that, "Activity leaders have been trained to give and elicit information from students during excursions, which helps students to develop their language skills."

Then there are the host families. "BEC has developed a unique training programme for homestay hosts," write the inspectors, "which introduces them to basic teaching techniques that facilitate conversation with their students in the home."

But how do you teach host families to help students learn?

Chris explains. "By highlighting the importance of techniques like allowing students enough time to answer questions, asking open questions, and being aware of idiomatic language."

Even the teachers are continuously learning: weekly teachers' meetings and CPD, peer observations, training days. The school funds the Trinity diploma and, along with both Assistant Directors of Studies, seven of the teachers have either completed it or are enrolled on the course. The Accommodation Manager not only has a diploma in Student Services Management, she is also a qualified state-school teacher.

A school that offers wrap-around learning. It's a simple idea. Focus on the learning, isn't that the whole point of education?



BROADSTAIRS ENGLISH CENTRE

Part of the family: BEC principal Chris McDermott (left) and his brother Alex, Business Director.




# Pool of talent

## Liverpool lass Maria McDonnell put her city's soul in her school

"Liverpool is an international city with a rich cultural history and the heart of a village."

So says Maria McDonnell, Liverpool School of English, which she owns and runs with sister Kathy Gibson, reflecting their home city's unique culture.

So how did they get into the language school business?

In 1999, Maria decided to return home from her job teaching in Istanbul. Her students asked her to find them a summer school in Liverpool.

"They said they had always gone to the South Coast for their Summer School, Hastings, Eastbourne… and were looking for something different. They had heard a lot about Liverpool and asked me to find them a summer course."

Back home in Liverpool, Maria found that there were no language schools at all, while the universities only offered pre-university courses.

So, with her sister Kathy, she opened a school and arranged to rent university facilities for the summer. "We thought we would get 70 or 80 students, but we attracted almost 400."

The school remains family run, by Maria's niece, Catherine Gibson, and rooted in the city's warm and welcoming culture. "We have been voted the UKs friendliest city by Condé Nast several years running."

Indeed, British Council inspectors note how friendly the school's homestay families are.




LIVERPOOL SCHOOL OF ENGLISH

Catherine Gibson, Maria McDonnell and Kathy Gibson on the steps of the school.

The inspectors also made special mention of the school's buddy system for new employees.

"We developed the system to support the newcomer, and to recognise the experience and expertise of serving staff," explains Maria, adding that, "For teachers, it encourages teachers to plan and work together. In other departments, it's a really important source of information sharing and support."

The school scored a strength in every single criteria of strategic and quality management, so what piece of advice would Maria give a school manager worried about their next inspection. "Think about the criteria, and the positive reason why the framework exists, what a valuable learning experience it can be for all staff."

In Liverpool, city of football and the Beatles, it is all about the team.

Liverpool School of English

Learn • Succeed • Enjoy







General English: 15, 21, and 25 lessons per week including Communication Skills, English for Business, Academic Skills and Live Liverpool afternoon electives.

IELTS Examination Preparation

Cambridge Examination Preparation

New! Occupational English Test (OET) Preparation

Teacher Training Courses: TKT, CLIL and Trinity CertTESOL

Year-Round Groups: 12+ years old

Liverpool International Summer School Groups: 10-17 years old

Accredited by the BRITISH COUNCIL for the teaching of English in the UK
MEMBER ENGLISH UK
YOUNG LEARNERS ENGLISH UK
NORTH ENGLISH UK
UNIVERSITY of CAMBRIDGE ESOL Examinations Authorised Centre
TRINITY COLLEGE LONDON Validated Course Provider 46861
PFE Private Further Education
Language Cert APPROVED TEST CENTRE
el-gazette Centre of Excellence 2019

TheLiverpoolSchoolofEnglish LiverpoolSchool TheLiverpoolSchoolofEnglish LiverpoolSchoolEng

www.lse.uk.net #LiverpoolSE info@lse.uk.net

# In summary

## *Melanie Butler* explains how we calculate the rankings

The EL Gazette rankings are based entirely on the summary statements published by the British Council. The statements appear on the bottom of the first page of every full report, published on https://www.britishcouncil.org/education/accreditation/centres/.

From the summary statement, we assign one point for each 'area of strength' listed and deduct a point for each area that 'needs improvement' to arrive at the 'net areas of strength.'

The British Council inspection covers up to 15 areas. Thirteen of these areas are applicable to all centres: *strategic and quality management, staff management, student administration, publicity, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, teaching, care of students* and *leisure opportunities*.

Two areas, *accommodation* and *safeguarding under 18s* do not apply to centres which do not offer accommodation and/or who do not enroll students under the age of 18. So, most centres have 15 potential areas of strength, some have 14 and a handful have only 13.

Each statement includes the age range of students accepted by the school and notes all areas where a centre is strong and all areas which, in the judgement of the inspectors, need improvement. Here is an example: "*This private language school offers courses in general English for adults (16+). The inspection report noted a need for improvement in the area of publicity. Strengths were noted in the areas of staff management, care of students, accommodation and leisure opportunities*."

So, how do we calculate the rankings? We start by noting the number of areas a centre is inspected under: 13, 14 or 15. In the above example, the school takes under 18s and it offers accommodation, so it is inspected under all 15 areas.

Then we count the areas of strength listed, in this case 4. Next, we deduct any areas with a need for improvement. This school has 4 areas of strength and 1 area with a need for improvement, so it has 3 'net areas of strength.'

Next, we should divide the net areas of strength by the number of areas inspected under. However, 10 per cent of accredited centres have passed inspection with net areas of strength equal to zero. Another 4 per cent have passed with a negative net score because they have more areas with need for improvement than areas of strength. The lowest 'score' a centre has currently been awarded and still passed the inspection is -3.

When you throw zeros and negative numbers into statistical calculations you get odd results. Besides, all these centre have passed their inspection, which must in itself be worth some points.

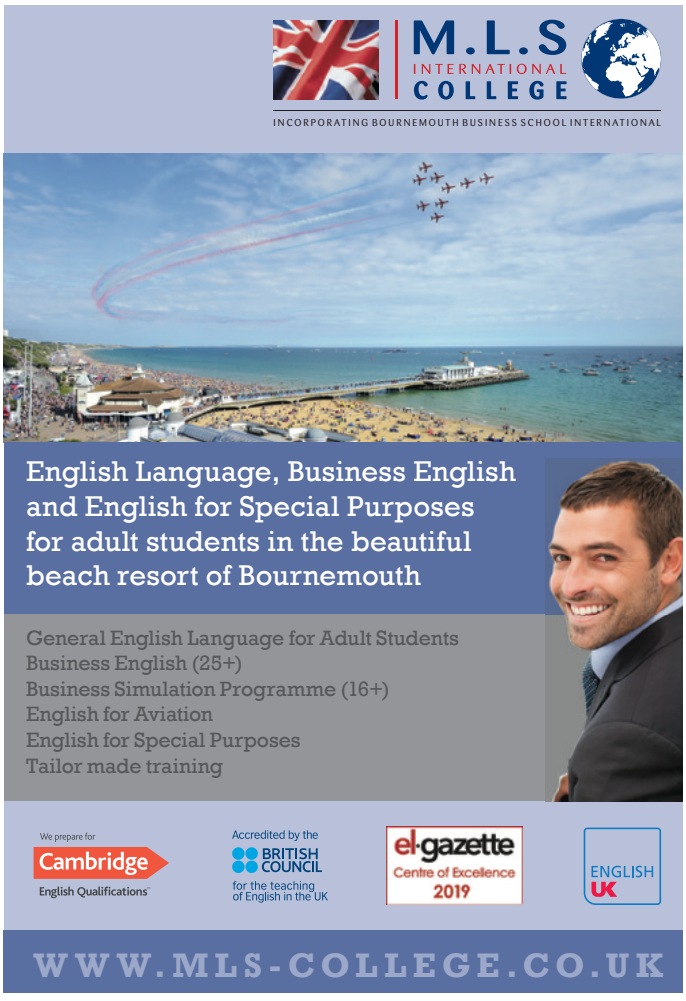
So, we use a 'range modifier' of 4. That means we add 4 to each centre's raw score and 4 to the number of areas they have been inspected under. This pulls all scores into the positive range.

Going back to our example, we add the range modifier 4 to the 3 net areas of strength, giving us 7; and we add 4 to the total areas of inspection, giving us 19. We divide 7 by 19, giving us a score of 0.37 or 3.7 out of 10.

All centres are thus given a standardised score, with a minimum of 0 and a maximum of 10, regardless of how many areas they are inspected on. Currently, only schools scoring 6.3 or above are listed in our Centres of Excellence ranking. This roughly equates to a minimum of 7 net areas of strength, or 8 for those centres that are inspected under all 15 areas.



MELANIE BUTLER,
EDITOR IN CHIEF




ELC Bristol
1969
www.elcbristol.co.uk

# The UK's number 1 school * in the UK's coolest city **

* Joint number 1 school according to the EL Gazette rankings based on British Council inspectors' publishable statements

** According to the National Geographic Cool List 2018



**GENERAL ENGLISH**
Intensive course (16+)
21 Hours / 28 Lessons per week
7 levels (A2 - C2)
Elective classes (B2+)





**EXAM PREPARATION**
Cambridge First
Cambridge Advanced
Cambridge Proficiency
IELTS
21 Hours / 28 Lessons per week

**ENGLISH + DRAMA**
In partnership with the Bristol Old Vic Theatre School whose alumni include Olivia Colman & Sir Daniel Day-Lewis.





**ENGLISH + INTERNSHIP**
In partnership with BIG (Bristol Intern Group)
Minimum Age: 18
Minimum level to start internship: B1

Experienced teachers | High quality accommodation | Exciting social programme

ST CLARE'S OXFORD

# We have the right course for you for university, for career, for life



Flexible **English language courses in Oxford** throughout the year

ic.enquiries@stclares.ac.uk +44 (0)1865 517706 www.stclares.ac.uk

| Percentile | Score | Institution | Type | Strategic and quality management | Staff management | Student administration | Publicity | Premises and facilities | Learning resources | Academic staff profile | Academic management | Course design | Learner management | Teaching | Care of students | Accommodation | Leisure opportunities | Care of under 18s |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PERFECT SCORES | 10.00 | ELC Bristol | PLS:A | | | | | | | | | | | | | | | |
| | 10.00 | LSI Portsmouth | PLS:A | | | | | | | | | | | | | | | |
| | 10.00 | Summer Boarding Courses, Shipley ↑ | PLS:Y | | | | | | | | | | | | | | | |
| | 10.00 | Wimbledon School of English | PLS:A | | | | | | | | | | | | | | | |
| TOP 2% | 9.47 | Bell International Cambridge ↑ | PLS:A | | | | | | | | | | | | | | | |
| | 9.47 | Broadstairs English Centre NEW | PLS:Y | | | | | | | | | | | | | | | |
| | 9.47 | Discovery Summer, London ↑ | PLS:Y | | | | | | | | | | | | | | | |
| | 9.47 | English in Chester | PLS:A | | | | | | | | | | | | | | | |
| | 9.47 | IH London | PLS:A | | | | | | | | | | | | | | | |
| | 9.47 | Lake School of English, Oxford | PLS:A | | | | | | | | | | | | | | | |
| | 9.47 | Norwich Inst for Language Education (NILE) | TT | | | | | | | | | | | | | | | |
| | 9.44 | University of Manchester | Uni | | | | | | | | | | | | | | | |
| TOP 5% | 8.95 | Bishopstrow College, Warminster | BS | | | | | | | | | | | | | | | |
| | 8.95 | Cambridge Academy of English | PLS:A | | | | | | | | | | | | | | | |
| | 8.95 | East Sussex College, Lewes and Eastbourne | FE | | | | | | | | | | | | | | | |
| | 8.95 | English Language Centre, Eastbourne ↑ | PLS:A | | | | | | | | | | | | | | | |
| | 8.95 | Eurocentres Eltham | PLS:A | | | | | | | | | | | | | | | |
| | 8.95 | ISCA School of English, Exeter | PLS:Y | | | | | | | | | | | | | | | |
| | 8.95 | Kaplan International Oxford | PLS:A | | | | | | | | | | | | | | | |
| | 8.95 | Millfield School, Somerset ↑ | BS | | | | | | | | | | | | | | | |
| | 8.95 | St. Edmund's College, Ware | BS | | | | | | | | | | | | | | | |
| | 8.95 | University of Liverpool NEW | Uni | | | | | | | | | | | | | | | |

KEY

area of strength
needs improvement
not applicable
NEW new Centre of Excellence
↑ higher score since last report
↓ lower score since last report

Centre Types:

| | |
|---|---|
| Biz | Business and professional training centre |
| BS | Boarding School |
| FE | Further Education College |
| HT | Home Tuition |
| PLS:A | Private Language School primarily accepting adults 16+ |
| PLS:Y | Private Language School primarily catering for young learners under 16 |
| SS | Summer School |
| TT | Teacher Training Specialist |
| Uni | University Language Centre |

*The information in this table is based on the Summary Statements for each centre as of 1 August 2019.*
*The Summary Statement can be found on page 1 of the Full Report for every accredited centre.*
*These can be found at https://www.britishcouncil.org/education/accreditation/centres.*

| Percentile | Score | Institution | Type | Strategic and quality management | Staff management | Student administration | Publicity | Premises and facilities | Learning resources | Academic staff profile | Academic management | Course design | Learner management | Teaching | Care of students | Accommodation | Leisure opportunities | Care of under 18s |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TOP 5% (cont) | 8.89 | Edge Hill University, Ormskirk NEW | Uni | | | | | | | | | | | | | | | |
| | 8.89 | Linguarama London | Biz | | | | | | | | | | | | | | | |
| | 8.89 | London School of English | PLS:A | | | | | | | | | | | | | | | |
| | 8.89 | University of Brighton | Uni | | | | | | | | | | | | | | | |
| TOP 8% | 8.42 | BEET Language Centre | PLS:A | | | | | | | | | | | | | | | |
| | 8.42 | BSC Hampstead | PLS:A | | | | | | | | | | | | | | | |
| | 8.42 | EC Bristol | PLS:A | | | | | | | | | | | | | | | |
| | 8.42 | EC Oxford | PLS:A | | | | | | | | | | | | | | | |
| | 8.42 | EF International Oxford | PLS:A | | | | | | | | | | | | | | | |
| | 8.42 | English Language Centre, Brighton | PLS:A | | | | | | | | | | | | | | | |
| | 8.42 | Heathfield Summer School, Ascot | BS | | | | | | | | | | | | | | | |
| | 8.42 | IH Bristol | PLS:A | | | | | | | | | | | | | | | |
| | 8.42 | IH Newcastle ↑ | PLS:A | | | | | | | | | | | | | | | |
| | 8.42 | Kaplan International Manchester | PLS:A | | | | | | | | | | | | | | | |
| | 8.42 | Kings College London | Uni | | | | | | | | | | | | | | | |
| | 8.42 | King's, London | BS | | | | | | | | | | | | | | | |
| | 8.42 | Liverpool School of English NEW | PLS:A | | | | | | | | | | | | | | | |
| | 8.42 | Sherborne International | BS | | | | | | | | | | | | | | | |
| | 8.42 | St. Giles International, Highgate | PLS:Y | | | | | | | | | | | | | | | |
| | 8.42 | St. Giles International, London | PLS:A | | | | | | | | | | | | | | | |
| | 8.33 | University of Leicester | Uni | | | | | | | | | | | | | | | |

**KEY**

area of strength

needs improvement

not applicable

NEW new Centre of Excellence

↑ higher score since last report

↓ lower score since last report

**Centre Types:**

| | |
|---|---|
| Biz | Business and professional training centre |
| BS | Boarding School |
| FE | Further Education College |
| HT | Home Tuition |
| PLS:A | Private Language School primarily accepting adults 16+ |
| PLS:Y | Private Language School primarily catering for young learners under 16 |
| SS | Summer School |
| TT | Teacher Training Specialist |
| Uni | University Language Centre |

*The information in this table is based on the Summary Statements for each centre as of 1 August 2019.*
*The Summary Statement can be found on page 1 of the Full Report for every accredited centre.*
*These can be found at https://www.britishcouncil.org/education/accreditation/centres.*

| Percentile | Score | Institution | Type | Strategic and quality management | Staff management | Student administration | Publicity | Premises and facilities | Learning resources | Academic staff profile | Academic management | Course design | Learner management | Teaching | Care of students | Accommodation | Leisure opportunities | Care of under 18s |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TOP 12% | 7.89 | BOSS | BS | ■ | ■ | ■ | | ■ | ■ | | ■ | ■ | ■ | | ■ | ■ | ■ | |
| | 7.89 | BSC Brighton | PLS:A | ■ | ■ | | | ■ | ■ | ■ | ■ | ■ | | | ■ | ■ | ■ | ■ |
| | 7.89 | Churchill House School of English Language | PLS:A | ■ | | ■ | ■ | | | | ■ | ■ | ■ | | ■ | ■ | ■ | ■ |
| | 7.89 | Concord College, Shrewsbury | BS | ■ | ■ | ■ | | ■ | ■ | | ■ | | ■ | | ■ | ■ | ■ | ■ |
| | 7.89 | Dudley College ↑ | FE | ■ | ■ | ■ | | ■ | ■ | ■ | ■ | | | ■ | ■ | ■ | | ■ |
| | 7.89 | EC Brighton | PLS:A | | ■ | ■ | | ■ | ■ | | ■ | ■ | ■ | | ■ | ■ | ■ | |
| | 7.89 | EC Cambridge | PLS:A | ■ | ■ | ■ | | ■ | ■ | | ■ | ■ | ■ | | ■ | ■ | ■ | |
| | 7.89 | EC Manchester | PLS:A | ■ | ■ | ■ | | ■ | ■ | | ■ | ■ | ■ | ■ | ■ | | ■ | |
| | 7.89 | EuroCentres Bournemouth ↓ | PLS:A | ■ | ■ | ■ | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | |
| | 7.89 | Eurocentres Brighton | PLS:A | ■ | ■ | ■ | | ■ | ■ | | ■ | ■ | ■ | ■ | ■ | | ■ | |
| | 7.89 | Kaplan International Bath ↑ | PLS:A | ■ | ■ | ■ | | | ■ | | ■ | ■ | ■ | | ■ | ■ | ■ | ■ |
| | 7.89 | Kaplan International Liverpool ↑ | PLS:A | ■ | ■ | ■ | | ■ | ■ | | ■ | ■ | ■ | ■ | ■ | | ■ | |
| | 7.89 | Perth College NEW | FE | ■ | ■ | ■ | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | | |
| | 7.89 | St. Clare's, Oxford | BS | ■ | ■ | ■ | | ■ | ■ | | ■ | ■ | ■ | | ■ | | ■ | ■ |
| | 7.89 | St. Giles International, Brighton | PLS:A | ■ | ■ | ■ | | | ■ | ■ | ■ | ■ | ■ | | ■ | ■ | ■ | |
| | 7.89 | Stafford House School of English, Canterbury | PLS:A | ■ | ■ | ■ | | ■ | | | ■ | ■ | ■ | | ■ | ■ | ■ | ■ |
| | 7.89 | University College London | Uni | ■ | ■ | ■ | | | ■ | ■ | ■ | ■ | ■ | ■ | ■ | | ■ | |
| | 7.78 | London School of English, Canterbury | PLS:A | ■ | ■ | ■ | | ■ | ■ | | ■ | ■ | ■ | ■ | | ■ | | |
| TOP 18% | 7.37 | Aberystwyth University | Uni | | | | | | ■ | | | ■ | ■ | ■ | | | ■ | |
| | 7.37 | Accent International Language Consultancy | PLS:A | | | | | ■ | | ■ | ■ | ■ | ■ | ■ | ■ | | | |
| | 7.37 | Bede's Summer School, Hailsham | BS | ■ | | ■ | | ■ | | | ■ | ■ | ■ | | ■ | ■ | ■ | ■ |
| | 7.37 | Belfast Metropolitan College NEW | FE | ■ | | ■ | ■ | ■ | ■ | ■ | ■ | | ■ | ■ | ■ | | | |
| | 7.37 | Brunel University, London | Uni | ■ | | ■ | | ■ | ■ | ■ | | ■ | ■ | ■ | ■ | | ■ | |
| | 7.37 | EC London | PLS:A | ■ | | ■ | | ■ | ■ | | ■ | ■ | ■ | ■ | ■ | | ■ | |
| | 7.37 | ECS Winchcombe | PLS:Y | ■ | | ■ | | ■ | ■ | | ■ | | ■ | ■ | ■ | ■ | | ■ |
| | 7.37 | EF International Eastbourne NEW | PLS:A | ■ | ■ | ■ | | ■ | ■ | | ■ | ■ | ■ | | ■ | | ■ | |

*Rankings continued on next page*

| Percentile | Score | Institution | Type | Strategic and quality management | Staff management | Student administration | Publicity | Premises and facilities | Learning resources | Academic staff profile | Academic management | Course design | Learner management | Teaching | Care of students | Accommodation | Leisure opportunities | Care of under 18s |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TOP 18% (cont) | 7.37 | EF International Manchester NEW | PLS:A | | | | | | | | | | | | | | | |
| | 7.37 | Eurocentres Cambridge ↓ | PLS:A | | | | | | | | | | | | | | | |
| | 7.37 | Excel English Language School | PLS:A | | | | | | | | | | | | | | | |
| | 7.37 | Hilderstone College, Broadstairs | FE | | | | | | | | | | | | | | | |
| | 7.37 | IH Aberdeen | PLS:A | | | | | | | | | | | | | | | |
| | 7.37 | INTO Queens Univ, Belfast NEW | pathway | | | | | | | | | | | | | | | |
| | 7.37 | Kaplan International Bournemouth | PLS:A | | | | | | | | | | | | | | | |
| | 7.37 | Kaplan International Cambridge NEW | PLS:A | | | | | | | | | | | | | | | |
| | 7.37 | Kaplan International Torquay | PLS:A | | | | | | | | | | | | | | | |
| | 7.37 | King's, Brighton NEW | PLS:A | | | | | | | | | | | | | | | |
| | 7.37 | King's, Oxford | BS | | | | | | | | | | | | | | | |
| | 7.37 | Leeds Beckett University | Uni | | | | | | | | | | | | | | | |
| | 7.37 | Manor Courses, Brighton | PLS:Y | | | | | | | | | | | | | | | |
| | 7.37 | MLS International College NEW | PLS:A | | | | | | | | | | | | | | | |
| | 7.37 | Nottingham College | FE | | | | | | | | | | | | | | | |
| | 7.37 | Regent Summer School, Stowe NEW | PLS:Y | | | | | | | | | | | | | | | |
| | 7.37 | Sidmouth International School | PLS:Y | | | | | | | | | | | | | | | |
| | 7.37 | Stonyhurst Summer Language School NEW | BS | | | | | | | | | | | | | | | |
| | 7.37 | Studio Cambridge NEW | PLS:A | | | | | | | | | | | | | | | |
| | 7.37 | Torquay International School | PLS:A | | | | | | | | | | | | | | | |
| | 7.37 | Wimbledon School of English Jnr Summer NEW | PLS:Y | | | | | | | | | | | | | | | |

**KEY**

area of strength
needs improvement
not applicable
NEW new Centre of Excellence
↑ higher score since last report
↓ lower score since last report

**Centre Types:**

| | |
|---|---|
| Biz | Business and professional training centre |
| BS | Boarding School |
| FE | Further Education College |
| HT | Home Tuition |
| PLS:A | Private Language School primarily accepting adults 16+ |
| PLS:Y | Private Language School primarily catering for young learners under 16 |
| SS | Summer School |
| TT | Teacher Training Specialist |
| Uni | University Language Centre |

*The information in this table is based on the Summary Statements for each centre as of 1 August 2019.*
*The Summary Statement can be found on page 1 of the Full Report for every accredited centre.*
*These can be found at https://www.britishcouncil.org/education/accreditation/centres.*

| Percentile | Score | Institution | Type | Strategic and quality management | Staff management | Student administration | Publicity | Premises and facilities | Learning resources | Academic staff profile | Academic management | Course design | Learner management | Teaching | Care of students | Accommodation | Leisure opportunities | Care of under 18s |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TOP 20% | 7.22 | ECS Edinburgh | PLS:A | | | | | | | | | | | | | | | |
| | 7.22 | Manchester Metropolitan University | Uni | | | | | | | | | | | | | | | |
| | 7.22 | Sheffield Hallam University | Uni | | | | | | | | | | | | | | | |
| | 7.22 | University of Central Lancashire (UCLan) | Uni | | | | | | | | | | | | | | | |
| | 7.22 | University of Chichester NEW | Uni | | | | | | | | | | | | | | | |
| TOP 25% | 6.84 | Bell Young Learners | PLS:Y | | | | | | | | | | | | | | | |
| | 6.84 | Bucksmore Education | PLS:Y | | | | | | | | | | | | | | | |
| | 6.84 | Cardiff and Vale College | FE | | | | | | | | | | | | | | | |
| | 6.84 | Chichester College | FE | | | | | | | | | | | | | | | |
| | 6.84 | Churchill House Summer Centres NEW | PLS:Y | | | | | | | | | | | | | | | |
| | 6.84 | EF International Brighton | PLS:A | | | | | | | | | | | | | | | |
| | 6.84 | EF International Cambridge | PLS:A | | | | | | | | | | | | | | | |
| | 6.84 | EF International London | PLS:A | | | | | | | | | | | | | | | |
| | 6.84 | English Experience (UK) | PLS:Y | | | | | | | | | | | | | | | |
| | 6.84 | Eurocentres London Central ↓ | PLS:A | | | | | | | | | | | | | | | |
| | 6.84 | Harrow Short Courses (formerly BABBSCO) | BS | | | | | | | | | | | | | | | |
| | 6.84 | International Student Club | PLS:Y | | | | | | | | | | | | | | | |
| | 6.84 | Itchen College | FE | | | | | | | | | | | | | | | |
| | 6.84 | Moreton Hall International Study Centre | BS | | | | | | | | | | | | | | | |
| | 6.84 | NCG Liverpool | PLS:A | | | | | | | | | | | | | | | |
| | 6.84 | Nottingham Trent University | Uni | | | | | | | | | | | | | | | |
| | 6.84 | Oxford International Oxford | PLS:A | | | | | | | | | | | | | | | |
| | 6.84 | Select English Cambridge Year Round | PLS:A | | | | | | | | | | | | | | | |

*Rankings continued on next page*

# RANKING 2019·

| Percentile | Score | Institution | Type | Strategic and quality management | Staff management | Student administration | Publicity | Premises and facilities | Learning resources | Academic staff profile | Academic management | Course design | Learner management | Teaching | Care of students | Accommodation | Leisure opportunities | Care of under 18s |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TOP 25% (cont) | 6.84 | Sheffield College | FE | | | | | | | | | | | | | | | |
| | 6.84 | South Thames College | FE | | | | | | | | | | | | | | | |
| | 6.84 | St. Giles International, Eastbourne | PLS:Y | | | | | | | | | | | | | | | |
| | 6.84 | UKLC NEW | PLS:Y | | | | | | | | | | | | | | | |
| | 6.84 | University of Leeds NEW | Uni | | | | | | | | | | | | | | | |
| | 6.84 | University of the Arts London | Uni | | | | | | | | | | | | | | | |
| | 6.84 | Victoria School of English NEW | PLS:A | | | | | | | | | | | | | | | |
| | 6.84 | Windermere International Summer School | BS | | | | | | | | | | | | | | | |
| TOP 30% | 6.32 | Anglolang Academy of English | PLS:A | | | | | | | | | | | | | | | |
| | 6.32 | BSC Edinburgh | PLS:A | | | | | | | | | | | | | | | |
| | 6.32 | BSC Juniors | PLS:Y | | | | | | | | | | | | | | | |
| | 6.32 | Cambridge Language & Activity Courses | PLS:Y | | | | | | | | | | | | | | | |
| | 6.32 | CES Edinburgh | PLS:A | | | | | | | | | | | | | | | |
| | 6.32 | CES Harrogate | PLS:A | | | | | | | | | | | | | | | |
| | 6.32 | EF International Bristol | PLS:A | | | | | | | | | | | | | | | |
| | 6.32 | Exeter Academy | PLS:A | | | | | | | | | | | | | | | |
| | 6.32 | Exsportise | PLS:Y | | | | | | | | | | | | | | | |
| | 6.32 | Globe English Centre | PLS:Y | | | | | | | | | | | | | | | |
| | 6.32 | International Community School ↓ | BS | | | | | | | | | | | | | | | |
| | 6.32 | Kaplan International Edinburgh | PLS:A | | | | | | | | | | | | | | | |
| | 6.32 | Kaplan International London ↓ | PLS:A | | | | | | | | | | | | | | | |

**KEY**

area of strength

needs improvement

not applicable

NEW new Centre of Excellence

↑ higher score since last report

↓ lower score since last report

**Centre Types:**

| | |
|---|---|
| Biz | Business and professional training centre |
| BS | Boarding School |
| FE | Further Education College |
| HT | Home Tuition |
| PLS:A | Private Language School primarily accepting adults 16+ |
| PLS:Y | Private Language School primarily catering for young learners under 16 |
| SS | Summer School |
| TT | Teacher Training Specialist |
| Uni | University Language Centre |

*The information in this table is based on the Summary Statements for each centre as of 1 August 2019.*
*The Summary Statement can be found on page 1 of the Full Report for every accredited centre.*
*These can be found at https://www.britishcouncil.org/education/accreditation/centres.*

| Percentile | Score | Institution | Type | Strategic and quality management | Staff management | Student administration | Publicity | Premises and facilities | Learning resources | Academic staff profile | Academic management | Course design | Learner management | Teaching | Care of students | Accommodation | Leisure opportunities | Care of under 18s |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TOP 30% (cont) | 6.32 | Kensington Academy of English NEW | PLS:A | ■ | | | ■ | ■ | ■ | | ■ | ■ | | | ■ | | ■ | |
| | 6.32 | Leeds School of English NEW | PLS:A | ■ | | | | ■ | | | ■ | ■ | ■ | ■ | ■ | | ■ | |
| | 6.32 | Lewis School of English | PLS:A | | ■ | ■ | | | | | | ■ | | ■ | ■ | ■ | ■ | ■ |
| | 6.32 | Live Language NEW | PLS:A | ■ | ■ | ■ | | | | | ■ | | ■ | ■ | | | ■ | ■ |
| | 6.32 | Mayflower College of English | PLS:A | ■ | ■ | ■ | ■ | | | | ■ | | ■ | | ■ | | | ■ |
| | 6.32 | Melton College | PLS:A | | | ■ | ■ | ■ | ■ | | ■ | | | | ■ | ■ | ■ | |
| | 6.32 | NCG Manchester | PLS:A | ■ | ■ | ■ | | ■ | | | | | | ■ | ■ | ■ | ■ | |
| | 6.32 | Northumbria University | Uni | ■ | | ■ | | ■ | ■ | | | ■ | | ■ | ■ | | ■ | |

*Rankings continued on next page*







| Percentile | Score | Institution | Type | Strategic and quality management | Staff management | Student administration | Publicity | Premises and facilities | Learning resources | Academic staff profile | Academic management | Course design | Learner management | Teaching | Care of students | Accommodation | Leisure opportunities | Care of under 18s |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| TOP 30% (cont) | 6.32 | Oxford House College, London NEW | PLS:A | | | | | | | | | | | | | | | |
| | 6.32 | Pembrokeshire College NEW | FE | | | | | | | | | | | | | | | |
| | 6.32 | Regent Cambridge | PLS:A | | | | | | | | | | | | | | | |
| | 6.32 | St. Brelade's College NEW | PLS:A | | | | | | | | | | | | | | | |
| | 6.32 | Swansea University NEW | Uni | | | | | | | | | | | | | | | |
| | 6.32 | University of Bradford | Uni | | | | | | | | | | | | | | | |
| | 6.32 | University of Greenwich | Uni | | | | | | | | | | | | | | | |
| | 6.32 | University of Nottingham | Uni | | | | | | | | | | | | | | | |

KEY

area of strength
needs improvement
not applicable
NEW new Centre of Excellence
↑ higher score since last report
↓ lower score since last report

Centre Types:

| | |
|---|---|
| Biz | Business and professional training centre |
| BS | Boarding School |
| FE | Further Education College |
| HT | Home Tuition |
| PLS:A | Private Language School primarily accepting adults 16+ |
| PLS:Y | Private Language School primarily catering for young learners under 16 |
| SS | Summer School |
| TT | Teacher Training Specialist |
| Uni | University Language Centre |

*The information in this table is based on the Summary Statements for each centre as of 1 August 2019.*
*The Summary Statement can be found on page 1 of the Full Report for every accredited centre.*
*These can be found at https://www.britishcouncil.org/education/accreditation/centres.*



# Great teachers make great schools

If you score highly on 'Teaching and Learning', you're likely to be in our rankings, finds *Melanie Butler*

"Teacher quality predicts instructional quality and student achievement." That is the conclusion of a study involving 205,515 students from 47 countries.

This is no surprise. The same result has been found in the vast majority of studies in mainstream education and there is no reason to believe it is any different in EFL.

But does the quality of the teachers and the teaching predict the overall quality of the school? To find out, we analysed the results of our Centres of Excellence across all five areas inspected by the British Council under the heading *teaching and learning*, and compared them to the average results for accredited language centres. The results are amazing.

## Academic Staff Profile

This covers the qualifications of teachers and academic managers, which turns out to be a good proxy for overall school quality: 80 per cent of all private language schools and summer operators who receive an area of strength for this appear in our Centre of Excellence ranking. That includes all thirteen centres ranked in the top 2 per cent in our rankings.

Across all accredited centres, just over 17 per cent are awarded a strength in this area, but the results vary dramatically across the different sectors. Though over half of all university language sectors score an area of strength, that number falls to only one in ten private language schools.

When reading through the reports, the biggest thing to look out for here is the number of teachers without degrees. According to the study quoted above, the single biggest predictor of teacher quality is level of general education; teacher preparation programmes have a much lower effect.

Yet levels of non-graduate teachers are rising in UK EFL, with 46 per cent of accredited centres and 30 per cent of Centres of Excellence having one non-graduate teacher or more, based on our research from 2018.

## Academic Management

Studies indicate that academic leadership is crucial in the EFL world, and has a particularly strong effect in the UK.

Indeed, this turns out to be another key indicator of a great all-round language centre, with nearly 90 per cent of Centres of Excellence achieving a strength in this area, compared to twenty percent in all other accredited centres.

Two schools in the top 2 per cent, **Bell Cambridge** and **English in Chester**, tick every criterion in this area.

> "The biggest thing to look out for here is the number of teachers without degrees."

## Learner management

This deals largely with the progress the student makes, including level testing, forms of assessment used and progress monitoring.

This area really sorts out the wheat from the chaff. Although more than 100 of the centres in our rankings have a strength in this area, that falls to 15 per cent when we look at unranked schools.

## Course design

More than 80 per cent of Centres of Excellence have an area of strength in course design. The chain schools score well here, with all five **Eurocentres** schools hitting the mark, while at **British Study Centres, EF International** and **Kaplan**, every school but one made the grade.

Right at the top of our rankings, **Lake School of English** and **Discovery Summer** both get a strength in every one of the five criteria under this heading.

## Teaching

This area covers what inspectors see during classroom observation, perhaps the critical test of teaching quality.

Once again, the centres in our rankings fare well. They are more than twice as likely to receive an area of strength in teaching than other accredited providers.

This is also an area of the report which is worth reading carefully, because it is made up of eight individual criteria, and the inspectors also comment on the range in the quality of teaching given. This gives a clue to the 'collective efficacy of teachers'. **Nile Norwich** is the only centre we have found which is marked as strong in every single criterion in the area of teaching. It's also one of only two schools in our analysis where 'the majority of teaching observed' was reported to be 'excellent', the other being **Discovery Summer**.

Overall, the evidence supports our hypothesis: the better you are at teaching and learning, the more likely you are to be a Centre of Excellence.



UNSPLASH

Studies show that the single biggest predictor of teacher quality is level of general education.

# In a league of its own

## *Melanie Butler* examines IALC

Over half of all IALC members in the UK rank in our top 100 schools, and on average an IALC member school scores 50 per cent more on its British Council Inspection than other accredited centres.

The International Association of Language Centres, to give it its full name, has member schools teaching ten languages in 23 countries. It has its own multilingual inspection scheme which, judging by the results, gives the British Council a run for its money.

And if we compare the year-round schools like-for-like, we find that the average year-round IALC school receives a score of 8.4, which not only puts them in our Centre of Excellence Ranking, but is one standard deviation above the sector average score of 4. For the non-statisticians among you, that puts them in a different league.

Pretty much the same league, in fact, as the UK university language sector, though still a little bit below the boarding schools.

Now a word of explanation. This is based on the results for year-round adult schools. We have had to exclude the junior summer school operations because the sample size is still tiny, and one of the handful of summer school operators in the UK is not accredited by the British Council, so we cannot compare their inspection reports.

We will, though, make one exception to this rule. We must mention that Wimbledon



Wimbledon School of English Juniors

School of English Juniors went straight in to our Centre of Excellence ranking on its first inspection. It is now the highest-ranking summer school in Britain owned by a year-round language school.

The profile of IALC's adult schools is a little unusual. There are two mode averages, the scores that occur most often. Six members have ten areas of strengths and six members have two, and there are two standard deviations between them.

| Percentile | Score | Institution | Type | Strategic and quality management | Staff management | Student administration | Publicity | Premises and facilities | Learning resources | Academic staff profile | Academic management | Course design | Learner management | Teaching | Care of students | Accommodation | Leisure opportunities | Care of under 18s |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| PERFECT SCORES | 10.00 | ELC Bristol | PLS:A | | | | | | | | | | | | | | | |
| | 10.00 | LSI Portsmouth | PLS:A | | | | | | | | | | | | | | | |
| | 10.00 | Wimbledon School of English | PLS:A | | | | | | | | | | | | | | | |
| TOP 2% | 9.47 | English in Chester | PLS:A | | | | | | | | | | | | | | | |
| TOP 5% | 8.95 | Cambridge Academy of English | PLS:A | | | | | | | | | | | | | | | |
| | 8.95 | English Language Centre, Eastbourne ↑ | PLS:A | | | | | | | | | | | | | | | |
| | 8.89 | London School of English | PLS:A | | | | | | | | | | | | | | | |
| TOP 8% | 8.42 | BEET Language Centre | PLS:A | | | | | | | | | | | | | | | |
| | 8.42 | English Language Centre, Brighton | PLS:A | | | | | | | | | | | | | | | |
| TOP 12% | 7.89 | St. Clare's, Oxford | BS | | | | | | | | | | | | | | | |
| | 7.78 | London School of English, Canterbury | PLS:A | | | | | | | | | | | | | | | |
| TOP 18% | 7.37 | Accent International Language Consultancy | PLS:A | | | | | | | | | | | | | | | |
| | 7.37 | Excel English Language School | PLS:A | | | | | | | | | | | | | | | |
| | 7.37 | Hilderstone College, Broadstairs | FE | | | | | | | | | | | | | | | |
| | 7.37 | Studio Cambridge NEW | PLS:A | | | | | | | | | | | | | | | |
| | 7.37 | Torquay International School | PLS:A | | | | | | | | | | | | | | | |
| | 7.37 | Wimbledon School of English Jnr Summer NEW | PLS:Y | | | | | | | | | | | | | | | |
| TOP 30% | 6.32 | CES Edinburgh | PLS:A | | | | | | | | | | | | | | | |
| | 6.32 | CES Harrogate | PLS:A | | | | | | | | | | | | | | | |
| | 6.32 | Globe English Centre | PLS:Y | | | | | | | | | | | | | | | |
| | 6.32 | Melton College | PLS:A | | | | | | | | | | | | | | | |

# Summer sums up St Edmund's philosophy

## It's all about the whole child, Lee Hawkes tells *Melanie Butler*

"EFL teachers tend to be solitary. When I was teaching in London, I moved from school to school. We all did. I'd get friendly with someone when I was teaching in the West End, and six weeks later I'd run in to them teaching in Hampstead."

I have grabbed a few minutes with Lee Hawkes, Director of the Summer school at St Edmund's College, Ware. It's the oldest Catholic boarding school in Britain, founded 450 years ago, and a permanent fixture at the top of the *EL Gazette* rankings. I want to find out why boarding schools do so well.

"When I got my first job as the EAL teacher at St Edmund's, it was a culture shock. This was an institution. A community. In a language school they just leave teachers to get on with it."

I get the impression that the solitary Hawkes was uncomfortable at first. Until he began to understand where the focus of this community was.

The focus of a boarding school is on the whole child. "You see a child and you ask yourself: Has the child eaten? Does the child need a haircut? You see a child looking unhappy at breakfast and you send a message to the geography teacher to have a quiet word at break time."

"The whole child. It is in the DNA of a boarding school," says Lee. "Private language schools… see students as epistemic agents."

My mental lexicon goes into meltdown. Lee, who mixed his time as an EFL privateer with stints running a university EAP programme and writing a PhD on acculturation in international students, tries to explain. I think he means they see young learners as sort of learning machines, where you shove language in at one end, and hope something usable comes out the other.

Hawkes's doctorate was put on hold when, in the same year, he had a second child and almost immediately, took over as Academic Manager of the summer school. "I had been academic director for some years. But nothing prepares you for this job."



St EDMUND'S COLLEGE

Students in a summer ESL class at St Edmund's College, where the programme focuses on the whole child.

It takes time, it takes planning it takes military precision. "I spend three hundred days a year planning this. Hundreds of pieces of paper. And then the first child arrives, and all that preparation gets put to the test…"

From there, it is down to the community. The boarding school ethos has to be instilled into every member of staff. It's not about you. It's not just about the learning. It's about the child. The child. The whole child.

Gradually, as in every boarding school, the children become a community too. "They learn more outside the classroom, than in it. I've always said that."

But what they are learning, what they need to learn, is changing. "The traditional model of an EFL summer school has had its day. English in the morning, an activity in the afternoon, a quick trip to Cambridge on Saturday."

The reason for this change is simple. "Their language level is much higher. Not only in Southern Europe, everywhere. Especially China. Whatever they're doing over there, it's working! The Chinese 11-year-olds we get have a higher level of English than the 17-year-olds."

Boarding schools will adapt. When you have been around for 450 years you have seen a lot of change.

St Edmund's introduced English through other subjects, what we might call CLIL, a decade ago. Now they are working on the new 'big thing', based on the OECD vision of the future of education, what people call 21st Century skills.

"For parents, it's about giving your child the edge, the advantage. It always has been."

But if it is no longer about the language, what then is the future of the language summer school and the lone language teacher?

Lee has left the solitary life, turned away, too, from the lonely life of the academic. He has become the leader of a summer school, a community, an institution.

"I know it sounds cheesy, but the reward of this job is…not when a child thanks me, they very rarely do that! It's when they see me out of the corner of their eye, and give a little smile."

Focus on the child. The child. The whole child.



ST EDMUND'S COLLEGE

An aerial view of St Edmund's College, in Ware.

# St Edmund's College Summer School

## A recognised *Centre of Excellence* for international children aged 9 - 17

St Edmund's College has a long-established tradition of welcoming international students. The Summer School is an integral part of the College, and has been offering summer programmes to pupils from over 50 countries for 24 years.

The Summer School takes place in the historic College campus, which is set in a magnificent setting in rural Hertfordshire.

- 30 miles North of London
- Free transfers from ✈ LHR, LTN or STN
- IELTS & Cambridge Exam Courses

**2020 Prices:**
3 weeks - July £3,600 or August £3,400

1568 ✪ 450 YEARS ✪ 2018 ST EDMUND'S COLLEGE 1568







Old Hall Green, Ware, Hertfordshire SG11 1DS
**Telephone: +44 (0)1920 824301 / 824348**

# St Edmund's College Summer School

Accredited by the BRITISH COUNCIL for the teaching of English in the UK

el-gazette Centre of Excellence 2018

MEMBER ENGLISH UK

el-gazette Joint Top young learner specialist 2017-2018

el-gazette Top boarding school summer school 2017-2018

For more details please visit **www.stedmundscollege.com** or email **summerschool@stedmundscollege.org**