



English in Totnes

A boutique language school in beautiful Devon

EiT Quality Plan 2023

Mission, Vision and Values:

Our aim is to help our students achieve their English language learning goals by focusing on their individual needs and sharing with them our wonderful vibrant community. At the heart of our business is a belief that language learning contributes to a better understanding and tolerance across the globe, as well as opening up new possibilities for friendship, travel and business.

In everything we do, we aim to:

- Give the best possible service in all areas of our provision
- Treat all the people we work with- our staff, our homestay providers, our agent partners, our group leaders and our students- with care and respect
- Be honest, open and professional in everything we do
- Promote core British values of democracy, individual liberty, tolerance, and the rule of law
- Make the Gatehouse a safe, warm and welcoming environment in which to work and have fun
- Listen to suggestions for improvement in our service and offer from our staff, our students and our partners
- Offer our staff opportunities for learning and development
- Follow best practice in business and professionally
- Provide value for money for our students
- Be responsible for the continuing commercial viability of the business
- Be as green as we can

Current Quality Assurance Procedures

We regard providing a quality service to our users as an essential to the future of English in Totnes. Not only do we want to maintain the very highest customer service, but we also want to improve it wherever possible.

To monitor and maintain our quality we:

- **Provide new students with** information about the school and town so that they can best prepare for their visit. This is in the **Handbooks for under 18s** and **Adults 18 years+** which are sent out with every booking.
- **Collate** the Adult Reply Pack Questionnaires/ Under 18 Reply Pack Questionnaires and Placement Test Results in order to assist in class placement and to give teachers more detailed information about the individual needs and requirements of



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each student. Teachers then extend this in the first lesson to find out the learning needs, wants and aims of each student to help negotiate the week's scheme of work.

- **Provide new students with an Induction** morning or afternoon. This allows us to get to know the new students and become aware of any extra learning needs not previously mentioned by email or in the Student Reply Packs, both adult and under 18s. It also allows us to pick up on any early issues with regard to homestay, transfers or general welfare. This information is then passed on to the Office Manager to follow up on with individual students.
- **Issue new students with an End of First Week Questionnaire.** At times when school numbers are larger, this feedback is done verbally in the classroom by teachers and by the Academic Manager and office staff and acted on appropriately.
- Issue all leavers with a copy of our **End of Course Feedback Questionnaire** asking them to rate all aspects of their stay with us- their lessons, their homestay, their social activities and asking if they would come back again. Results from these questionnaires are currently shared informally at our weekly office meetings as numbers are small. As numbers increase, the feedback is summarised on a central feedback document available to all members of staff and fed back to staff at their regular meetings, and also analysed by the school management team who suggest improvements to our service.
- Hold **Exit Feedback meetings** for long-stay students offering them ideas for future learning and finding out how we can better improve our systems and procedures. This includes asking for comparisons with other schools the students have attended.
- Ask students how they heard of English in Totnes (agent, publicity, website, personal recommendation etc.) If students are coming based on personal recommendation this is a measure of a value for money service. This statistic is reviewed regularly to check if we are maintaining our standards.
- **Meet regularly with group leaders and agents** to seek feedback. With groups this happens daily with the Office Manager and with agents at agent fairs and also by phone and email.
- Hold **host family social events-** coffee mornings and annual school party. This gives host families and local companies the opportunity to speak to us in person in a relaxed atmosphere. This feedback is invaluable as it gives us an insight to what the students are saying about the school outside of the academic environment, and which aspects of our provision could be improved.
- Seek host family feedback through **an annual survey.**
- Note **exam results** and the level of passes/fails.



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- **Analyse** current and future student numbers as well as the nationality mix and **compare** our performance against the national statistics provided by the English UK QUIC data survey which we are a part of.
- Seek staff feedback through an **annual summer staff survey**.

To improve our service we:

- Study any appropriate inspection reports and feedback, such as the British Council Accreditation and Inspection report and discuss how we can improve on any areas highlighted by these. This includes putting training plans in place where necessary, for example providing drip-down training by teachers attending local DDOSA training workshops.
- Ask staff for ideas in meetings.
- Encourage out of season teacher participation in improving academic materials and resources, to enable peer learning to take place
- Hold regular teacher training workshops in the summer
- Provide training for administration and facilities staff, eg regular First Aid training, Safeguarding training updates both online and through English UK
- Collaborate with other schools in order to share best practice, eg through our membership of EUKSW; we are also in close touch with neighbouring BC accredited schools and share groups of students, as well as local knowledge.
- At Exit feedback meetings & in End of Course Feedback Questionnaires, ask for students' suggestions on how we can improve the service we offer.

Ongoing and Future Plans

To ensure we protect our school's commercial future, we are committed to pursuing new ideas and projects presented by members of our staff and the school management team as potential sources of income. These projects have to fit within EiT's mission, vision and values in order to be considered and have to be carried out within our guidelines for quality and service as above.

Information shared across staff in staff meetings and through informal discussions as and when.

In 2023/24, these plans include:

- Updating the safeguarding training for our DSL (Office Manager) and DSP (Academic Manager) by attending the English UK Safeguarding Level 2 and 3



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update training sessions. They have currently attended generic online training but these sessions would offer more industry-focused training.

- Attending face to face and online student marketing fairs, such as Alphe London 3-4th Sept 2023, Alphe Malaga and Alphe Italy to improve student numbers and nationality mix- Directors
- Attending local teacher training events for CPD development and teacher training such as DDOSA. EiT is a member of the DDOSA and our Academic Manager and teachers will be encouraged to attend all relevant sessions for teacher development portfolios.
- Re-starting face to face courses for refugees in order to assist our local refugee population with their English.
- Offering the Gate House building as premises for small businesses and conferences- availability determined by language school requirements and led by our Directors and Office Manager. We currently have website, Facebook page and information for this project and have successfully collaborated with 4 small businesses in room hire.
- Developing new courses to attract more and varied customers. Led by Directors.
- Collaborating with Alliance Francaise in offering French courses to locals.
- Developing an online Business English course in collaboration with a French partner. Led by Academic Manager.
- Developing an online feedback system for students and teachers to better focus our courses and teacher development. Led by Directors.
- Develop a more accessible shared online teachers' resources platform. Led by Academic Manager.
- Regular CPD training for teachers in response to the summer feedback such as, adapting course books and differentiation in the classroom. Led by Academic Manager.
- Develop students resource area to aid learner autonomy by providing up-to-date resources such as, levelled – readers and magazines. Led by Directors and Academic Manager.
- Continue to conduct staff and teacher appraisals to help support professional development. Led by Academic Manager.



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