

Organisation name	Alba English, Edinburgh
Inspection date	11–12 August 2021

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W1, W8, W11, S3, S4 and D1 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Alba English in August 2021. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme.

Introduction

Alba English is a language school based in Edinburgh. The school offers open enrolment language courses year round.

The inspection took the equivalent of one day and a part day over two days. Due to the global pandemic, the inspection was conducted remotely and focused on compliance with inspection criteria; inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded.

The inspectors held meetings with the school director (SD), the senior teacher (ST) and the school administrator (SA). A focus group meeting was held with the teachers, and another with a group of students. All teachers timetabled during the inspection were observed. All teaching taking place was face to face (although one online lesson was taking place outside the dates of the inspection). The inspectors were given a virtual tour of the premises, and one inspector spoke to two homestay hosts.

Address of main site/head office

86 Causewayside, Edinburgh EH9 1PY

Description of sites observed

The school has sole use of the second floor of a late nineteenth century building in the South Side area of the city, a 25-minute walk from the city centre. Entrance from the street is via a main door shared with the other occupants of the building which leads to a lobby and main staircase. The school entrance is behind a secure door with a bell entry system.

The school comprises five classrooms of various sizes, a reception area, a small teachers' prep room, a small kitchen/common room, and a toilet with a separate male and female cubicle with shared hand-washing facilities. At the time of the inspection one of the classrooms was being used as a temporary office for the SD and another to store classroom furniture that had been removed in response to Covid risk assessments.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers general English courses for adults and young people (16 and 17 year olds) as well as examination preparation courses. The school has also recently introduced a Professional English course in the evening. At the time of the inspection, the school was offering morning courses in general English and examination classes for one or two evenings per week on the premises. Online lessons are also offered but only one lesson was booked, outside the days of the inspection.

Management profile

The SD is responsible for the overall management of the school. He is responsible for health and safety matters, aspects of the teaching and social programme, and also has some teaching duties. He reports to the school owner on financial and HR matters. The ST is the safeguarding lead and manages most aspects of the academic programme and the teaching team in conjunction with the SD. He is also responsible for welfare issues.

Accommodation profile

Most adult students live in the community independently and have found their own accommodation before enrolling at the school. The school has a list of about 10 active homestay providers, some of whom accommodate both adults and under 18s.

There has been one student in homestay since October 2020 and no under 18s staying in accommodation since August 2019.

Summary of inspection findings

Management

The provision meets the section standard. There is a clear statement of goals and values which is well communicated. Communication within the school is good and there are effective procedures in place for gathering student feedback. Customer service and administration are good, although some student data is not recorded. Publicity is generally well presented but there are some details that require attention.

Premises and resources

The provision meets the section standard. The school building is in a satisfactory condition. Classrooms are of adequate size and there is limited space for students and staff to work and relax. There is a good range of teaching and learning resources but technology is somewhat dated.

Teaching and learning

The provision meets the section standard. The academic management team are suitably qualified and have a range of experience. Guidance and support for teachers is good. Course design has a clear rationale appropriate to the needs of the current student body but learning strategies need to be included in course content. There are effective systems in place to monitor and support students' learning. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. In general, the needs of students for security, safety and information are met, although some aspects of the premises' risk management must be reviewed. The homestay accommodation provided is suitable and appropriate systems are managed effectively. A range of well-managed local leisure activities is available to students.

Safeguarding under 18s

The provision meets the section standard. Appropriate safeguarding policies are in place and relevant training is provided to staff and homestay hosts. Students are suitably supervised during lessons, social activities and while in homestay accommodation.

Declaration of legal and regulatory compliance

Sampling of documentation revealed issues in relation to the *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met

M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met
Comments	
There is a clear statement describing the school's values and mission which is made known to staff and students through the website and handbooks. There is a development plan with clear and realistic objectives for the future of the school. The structure of the organisation is clear and communication, although mostly informal, is effective and staff felt well informed. There are good systems in place to collect feedback from students and, although staff feedback is largely informal, there was evidence of developments to the syllabus in response to recent suggestions from teachers. A detailed self-evaluation document is in place and up to date.	
Staff management and development	
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met
Comments	
Human resources policies and procedures are generally well covered and made known to staff through handbooks and contracts of employment. Job descriptions are in place for all members of staff and are dated and reviewed regularly. Recruitment procedures are appropriate but references have not been secured for all members of staff. Induction procedures are effective and appraisal documents are up to date. All staff are engaged with continuous professional development.	
Student administration	
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Not met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met
Comments	
Students commented very positively on the helpfulness and friendliness of the staff at the school. Pre-arrival advice and guidance is personalised and communication with prospective students is thorough. There are clear guidelines and systems for enrolment and cancellation of courses, and refunds are handled with sensitivity to the personal circumstances of the individual. Records of payment and course details are up to date; however some student contact details were incomplete. Absence and lateness are effectively recorded and follow-up systems are in place. Conditions under which a student may be asked to leave the school could be extended to include specific examples	

of unacceptable behaviour, but there is a clause in the code of conduct and students' handbook, which covers this area. The complaints procedure is appropriate and in place.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

Publicity comprises a website, a downloadable PDF brochure and a number of social media channels. The website is considered the main medium of publicity.
Publicity is generally accurate and gives rise to realistic expectations but more information could be provided on the premises and facilities at the school. Information is presented in clear, accurate and accessible English and information on courses is well presented and easy to find. Costs of tuition, additional materials and accommodation are clearly stated. Information on the level of care given to students under 18 is limited and there is a lack of information on the limits to supervision of 16 to 17 year olds on adult courses. The description of accommodation is accurate and claims to accreditation meet Scheme requirements. Teachers are described as qualified in publicity but this is not the case for one member of the teaching team currently employed by the school.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

A video tour of the premises showed that the school building is in an adequate state of repair and decoration. Students in the focus group confirmed that it was a comfortable environment in which to study. Classrooms are suitable in terms of size and layout, although it was not possible to assess factors such as ventilation and extraneous noise. The school has made the best use of the limited space available to them by offering a shared kitchen for staff and students with access to a fridge, microwave and facilities for making hot drinks. Tap water is also available and there are also a number of reasonably priced cafes in the local area. Signage is generally adequate and exits are clearly signposted. A noticeboard contains a floor plan of the school with directions to the colour-coded classrooms. Additional boards display useful information on the leisure programme and local events in Edinburgh, however there was limited information available on welfare and first aid. Space for teachers is limited, comprising a small preparation room. However, teachers at the focus group commented that they had sufficient space for preparation.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met

P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

There is a good range of learning resources for both students and teachers. Teachers at the focus group commented that they had a good selection of materials for all current courses. Technology at the school is somewhat outdated: teachers at the focus group commented that the use of CDs was cumbersome; and one student at the focus group commented that the classroom speakers used for listening practice were out of date. There is a small selection of self-study material available for students and guidance is provided by teachers on request. There is a policy for the review and development of resources and there was evidence of this in practice.

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Not met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

All members of the current teaching team have a Level 6 qualification but one teacher does not hold a TELFI qualification. A rationale was provided for this teacher which was accepted in the context of the inspection. The teaching team has a range of knowledge, experience and skills, and both members of the academic management team are TEFLQ with relevant teaching and managing experience.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

The academic management team has a good knowledge of the teachers' experience and preferred levels, and teachers are matched appropriately to courses. The timetabling of students, teachers and courses is well managed and there are good cover arrangements in place. Part-time students are able to select the lessons they wish to attend based on brief information on the lesson objectives provided on the student portal. This system works well with the current student body, many of whom work in the local community and are only able to attend at certain times of day. Information and guidance on continuous enrolment is limited but appropriate to the context of the current range of courses. The teacher focus group confirmed that the academic management team are available

and supportive, and there are effective systems in place for the observation and monitoring of teachers' performance.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Not met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

Course design has a clear rationale and structure which works well for the current student demographic. It is clearly communicated to teachers and students and the use of the student portal is an effective way for students to manage their perceived needs and objectives. Courses are reviewed in response to student and teacher feedback and there was evidence of this in recent changes made to general English courses and the introduction of a new professional English programme. Written course outlines are available on the student portal and are displayed in classrooms. Individual lesson objectives also feature on the student portal. Although not running at the time of the inspection, the afternoon section of the 'English outside the classroom' programme provides good opportunities for students to acquire language and develop relevant skills in the local community. Courses do not currently include a required focus on study and learning strategies.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

Procedures for the placement of students and the monitoring of their progress are clear, effective and well managed. Assessment is integrated into courses and there is a clear policy and rigorous checks on how students are able to change class, if requested. Academic reports are available on request, and advice regarding examinations and access to mainstream UK education is provided by the academic management team.

Classroom observation record

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	General English, one-to-one, examination preparation

Comments

Each teacher was observed once by both inspectors.

Teaching: classroom observation	Met
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T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Teachers provided accurate models of spoken and written language, with good attention to pronunciation and intonation patterns in stronger segments.

T24 Detailed class profiles were provided and attempts were clearly made to address individual students' needs in the planning of lessons.

T25 Learning outcomes were clearly communicated to students in the majority of cases, and lessons were logically staged with clear links to the overall aim of the lesson.

T26 There was evidence of some good teaching techniques, used confidently on the whole. These included elicitation, nomination, and a variety of questioning techniques.

T27 Coursebook materials were used imaginatively and creatively, board work was good and instructions were clear. Students were well grouped, particularly in response to guidance on the pandemic.

T28 Error correction was consistent, timely and useful in better segments, although there were missed opportunities for correction, particularly with pronunciation, in weaker segments.

T29 Lesson plans included stages to check that learning was taking place and included references to work covered in previous lessons.

T30 High levels of student engagement were observed and teachers personalised the content of lessons as much as possible. Teachers clearly knew their students well, were sensitive to their needs and created a positive and supportive learning environment.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being good or better. Teachers demonstrated a good knowledge and awareness of the language, and detailed plans and student profiles were provided. Lessons were logically staged with clear outcomes that were communicated to the students, on the whole. Resources were used imaginatively, instructions were clear and feedback was generally effective. There was a positive learning atmosphere and students were engaged in all lessons.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met

W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Not met

Comments

A building risk assessment and a critical incident procedure are in place. However, routine checks of fire and electricity risks are not carried out and regular fire drills do not take place. A number of windows do not have limiters and pose a risk to student safety. Students benefit from a high level of pastoral care from all staff, and students in the student focus group spoke highly of the care and support they received. Tolerance and respect for all is central the ethos of the school and is reflected in handbooks and student information. The student handbook contains excellent information about life in the UK including accessing health care and transport links. First aid provision is inadequate, as the school has no trained first aiders.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

While the accommodation itself was not inspected, it was clear from school documentation and conversations with homestays that the school has clear expectations of accommodation providers. In addition student feedback confirms that accommodation is comfortable, clean and well managed. The school requires that all homestays provide all expected facilities and services. Regular checks on homestays have been carried out by the school to monitor suitability and safety. However, some homestays' gas safety checks and fire risk assessments are either not recorded or out of date and this must be rectified before those hosts start hosting again. Students are given full information about what to expect from their homestay, including travel and arrival information and descriptions of their homestay host. Rules, terms and conditions are made very clear to homestay providers.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this subsection are fully met.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments	
None.	

Leisure opportunities	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments
Students are kept up to date with leisure opportunities by the school staff and through its social media channels. The school runs a variety of leisure activities appropriate for the diversity of its student body. The leisure programme is Edinburgh based and focuses very much on students socialising and practising their language together and with a teacher. Every activity is accompanied by a teacher, who has a full itinerary, plan, risk assessment, list of students and related resources, where appropriate. This ensures that staff are well prepared for leading the activity and for ensuring the health and safety of students.

Safeguarding under 18s

Safeguarding under 18s	
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments
The school accepts 16 and 17 year-olds in adult classes. At the time of the inspection there was one 17 year old studying at the school.
The school has a thorough safeguarding policy and both staff and homestay hosts undertake regular safeguarding training. The parent/guardian consent form does not include clear examples of care and supervision for particular activities, including break times and the leisure programme. Although safer recruitment procedures are in place and suitability checks are carried out, references checks of staff and homestay hosts are not systematically taken or recorded. Arrangements for the supervision of students in lessons and in case of absence are clear. Homestay hosts are given detailed information and curfew times for under 18s.

Declaration of legal and regulatory compliance
D1 The organisation certifies that it operates at all times in accordance with the declarations in the <i>Declaration of legal and regulatory compliance</i> .
The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations.

Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 Sampling identified the following issues: students are not asked to opt into an agreement to use photographs, videos or comments in publicity; the school does not have a CLA licence. The school should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

Organisation profile

Inspection history	Dates/details
First inspection	April 2016
Last full inspection	April 2016
Subsequent spot check (if applicable)	July 2017
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) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2012 (school) / June 2016 (incorporated)
Ownership	Name of company: UK Alba English School Ltd. Company number: SC537084
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not observed	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	2	40
Full-time ELT (15+ hours per week) aged 16–17 years	1	5
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	19	115
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	22	160
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16

Adult programmes: typical age range	20–35	20–35
Adult programmes: typical length of stay	3–6 weeks (full-time) 20 weeks (part-time)	3–6 weeks (full-time) 20 weeks (part-time)
Adult programmes: predominant nationalities	Italian, Spanish	Italian, Spanish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	7
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
School Director: scheduled to teach 1 hour 40 minutes in inspection week Senior Teacher: scheduled to teach 18 hours 20 minutes in inspection week	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	3
Comments	
One teacher was teaching a one hour one-to-one online class outside the dates of the inspection. He was not observed but did attend the teacher focus group.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	0	0
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	21	1
Staying in privately rented rooms/flats		0

Overall totals adults/under 18s	21	1
Overall total adults + under 18s	22	