

Organisation name	Anglolang Academy of English, Scarborough
Inspection date	26–28 June 2019

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 W11 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Anglolang Academy of English in June 2019. 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).</p> <p>This private language school offers courses in general and professional English for adults (18+) and young people (16+), for closed groups of under 18s, and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of learning resources, care of students, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Anglolang Academy of English was established in 1986 by the current principal. The school offers year-round courses in general English for adults (16+), courses for closed groups of under 18s and teacher development courses.

The inspection took place over three days. The two inspectors held meetings with the principal, the vice principal and academic manager, the head of online learning and the administration manager. Focus group meetings were held with staff, students, and group leaders. One inspector visited three homestays. All teachers timetabled during the inspection were observed.

Address of main site/head office

20 Avenue Road, Scarborough YO12 5JX

Description of sites visited

The school is based in a two-storey house, set in its own garden in a quiet residential area close to the centre of Scarborough. There are 16 classrooms, two of which can be combined to make one large room. One of the classrooms is used as a computer suite and another, with a students' library, is used as a quiet study room. The offices, teachers' room and resource room, as well as a conservatory/lounge and eating area with a snack bar, are located on the ground floor. In the grounds there is a separate building which has been converted into a cinema.

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 checked="" type="checkbox"/>	<input checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input checked="" 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

Students aged 16 and 17 can enrol on adult courses. The minimum age on vacation courses for individual students is normally 16 but students aged 11–15 are accepted as part of a group. Students from the age of six are accepted if they come with their family.

General ELT for juniors runs in the summer and on set dates in the spring and autumn.

Teacher development courses include an ELT component.

At the time of the inspection, General English courses were running at five levels, one student was following a one-to-one course, and four teacher development courses were running.

Management profile

The principal heads a management team consisting of the vice principal and academic manager, the head of online learning, and the administration manager.

Accommodation profile

The school offers accommodation in homestay and a small number of guesthouses and hotels. Most students opt for homestay, which is on a full-board basis. Adult students (18+) are guaranteed a single room; under 18s normally share a twin room. Homestays are normally within 20 minutes' walk of the school; students placed further away are offered a free bus pass.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the school's goals, values and publicity.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide a comfortable environment for staff and students. A wide range of learning resources is available, for class use and independent learning, and guidance on the use of these resources is provided for staff and students. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive guidance to ensure they support students' learning and courses are well structured. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. There are good measures to ensure the safety of students on the premises and students benefit from a high level of pastoral care provided by a caring staff team. Homestay accommodation is suitable, but systems for checking safety and suitability need to be more rigorous. Leisure activities are varied and well managed by experienced and competent staff. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. There is a wide-ranging safeguarding policy. Staff and homestay hosts are trained to an appropriate level and are fully aware of what is expected of them with regard to students under the age of 18. Every effort is made to ensure that students are safe during unsupervised time.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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.	Not 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

M5 Although end-of-course feedback is obtained from most students, initial feedback is not sought from students who form part of a group. Most elements of feedback are not collated or formally reviewed.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength

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

M8 A comprehensive employment handbook which was produced with the assistance of a legal advisor supplements the teacher handbook.

M10 Procedures for recruitment of staff are not sufficiently rigorous. Some qualifications are not verified or investigated prior to employment. Some staff do not have two references on file. Missing references were supplied and all qualifications were either verified or rationales were provided during the inspection. This is no longer a point to be addressed.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives and provide satisfactory levels of customer service.	Strength
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

M14 Staff awareness of other roles is good and allows for suitable cover. Staff received excellent feedback from students and group leaders. Both helpfulness and approachability were mentioned positively.

M18 Systems to maintain records are not effective enough. Although emergency contact details are sought by the school, records do not mention if the emergency contact speaks English.

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.	Not 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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website. A hard copy brochure supplements this and a dates and fees document is also available for agents.

M24 Some information on the courses is not clear. A zigzag programme is in place during peak weeks but this is not mentioned on the school's website. The total number of hours taught is unclear as the figure includes breaks. Ages accepted on some courses are unclear. All these details were changed during the inspection so these are no longer points to be addressed.

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	
All criteria in this area are fully met.	

Learning resources	Area of strength
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.	Strength
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.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Strength
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	

P7 There is a wide range of learning materials, including coursebooks, supplementary materials, in-house materials, shared interactive whiteboard files and coursebook software.
P9 All classrooms are well equipped. Every classroom has an interactive whiteboard. Teachers receive an induction on the use of interactive whiteboards and are regularly trained in using technology in the classroom.
P10 The school provides good facilities to promote independent learning, including an in-house app students can access before, during and after their course. All interactive whiteboard files are uploaded to a shared online resource students can access at any time.

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.	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.	Strength

Comments

T2 One teacher does not have an appropriate ELT/TESOL qualification. The rationale was accepted in the context of this inspection due to relevant experience, observation by the academic manager, and support offered by the academic management team.

T4 Both members of the academic management team are well qualified, have extensive experience and have held other roles within the school.

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.

Strength

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.

Not met

Comments

T7 There is very good provision for cover as one of the academic management team is always free, the administration manager is TEFLQ and the school has a bank of teachers who can come in at short notice. Lesson plans are provided for teachers who are covering classes.

T10 Arrangements for the observation of new teachers are not always effective and sometimes do not take place within two weeks of the teacher starting with the school.

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.

Strength

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.

N/a

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.

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.

Strength

Comments

T11 Course design is well thought out and based on stated principles. The school's syllabus is negotiated with students on a weekly basis to allow for the needs of both short-term and long-term students. Students and teachers receive guidance on this.

T16 Good measures are in place to encourage learning outside the classroom, including noticing and recording language and linking classroom tasks to the social programme.

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

Met

under 18s, to their parents/guardians.	
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

Comments

All criteria in this area are fully met.

Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	General ELT for adults. General ELT for under 18s.

Comments

Both academic managers were observed.

Teaching: classroom observation	Met
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.	Strength
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.	Strength
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 generally showed sound knowledge of language by providing accurate models and, in most cases, clear explanations and examples relevant to the aims of the lessons.

T24 Many lesson plans made good use of student and group profiles, taking learning needs and backgrounds into account. There was also consideration of pace of learning and activities involving movement for young learners.

T25 For the most part, lessons had a clear set of activities around a topic or language point. In the majority of lessons, learning outcomes were shared with the students.

T26 Teachers demonstrated a good range of appropriate teaching techniques, including elicitation, nomination and concept checking. Teachers also made reference to revision and follow-up work.

T27 With a few exceptions, teachers controlled their learning environment and resources by changing seating, as well as the competent use of technology in the classroom. Teachers gave clear instructions, and, for the most part, made good use of the whiteboard.

T28 In some classes students received feedback on their performance. Teachers monitored students and some on-the-spot error correction took place.

T29 Lessons generally included short tasks to evaluate learning of specific language points, relevant to the focus of the class. Reference to work covered in previous lessons and revision took place.

T30 Students were engaged throughout many lessons, with some teachers raising interest more effectively than others.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from good to satisfactory, with the majority being satisfactory. Teachers showed sound knowledge of language. Effective lesson planning showed that the learning needs of students had been taken into account. Lessons led to outcomes which were shared with learners. Teachers showed a wide range of teaching techniques and promoted learning through management of their environment and resources. Teachers gave students feedback and included activities to evaluate learning. A positive learning environment was witnessed in the lessons.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
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.	Strength
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.	Strength
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.	Strength
Comments	
<p>W1 There are effective measures to ensure the safety and security of students on the premises. These include thorough risk assessments, CCTV coverage, and a constant staff presence on reception.</p> <p>W2 The plan is wide- ranging, clear and well organised. A brief version has been developed for activity leaders and group leaders and students are advised how to act in the event of an incident.</p> <p>W3 There is very good provision for pastoral care. The names, roles and photographs of relevant staff are on the website, in the student handbook, and prominently displayed. Under 18s are monitored daily. A room is set aside in the afternoons for religious observance or quiet reflection.</p> <p>W8 There is good provision for health care. Students are informed of their entitlement under the NHS, there are several trained first aiders onsite, and students are accompanied to the nearest walk-in clinic if help is needed.</p>	
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.	Strength
Comments	
<p>W11 Systems for ensuring that Gas Safe certificates are checked annually are insufficiently rigorous.</p> <p>W15 Great care is taken to ensure that homestay hosts have information about any special dietary needs and that hosts and students are aware of culturally based expectations. Written student feedback and that from the student focus group meeting was very positive.</p>	
<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 area 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.	Met
Comments	
All criteria in this area are fully met.	
Leisure opportunities	Area of strength
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.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
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.	Strength
Comments	
W23 Students have good access to information and advice on what is available. Leaflets advertise places of interest in the area; there are informative displays on well-known people with links to the area; and posters promote local events. Students are helped with travel and other bookings, and those with specific interests (e.g. salsa, amateur dramatics) are referred to local groups.	
W24 The weekly programme of activities is carefully designed to provide choice for students of different ages and with different interests. The programme includes a full-day Wednesday excursion, with optional Saturday and Sunday excursions. Written feedback on the activity programme is very positive.	
W25 The leisure programme is very well resourced. All excursions are accompanied by guides and all group leaders, with one guide having responsibility for any unaccompanied under 18s. Contingency arrangements in the event of bad weather include the school's own cinema.	
W27 Supervisory staff have good relevant experience. The school's own staff include two mature sports professionals and other returners. All take part in an annual induction, which this year incorporated the school's online safeguarding course. The leisure centres used employ their own qualified and experienced staff.	

Safeguarding under 18s

Safeguarding under 18s	Met
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.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	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.	Strength
S7 There are suitable arrangements for the accommodation of students.	Strength
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

In the week of the inspection, the majority of students (approximately 90 per cent) were under 18s, who ranged in age from nine to 17. These included six unaccompanied juniors (aged 16–17), students in family groups, and students in accompanied groups. Outside the summer period of late June to early August, numbers of under 18s fluctuate, but do not normally rise above 60.

S2 There is very good provision for training and awareness raising. Two members of staff are trained to specialist level and two to advanced level. All staff and homestay hosts are required to complete a basic awareness training designed by the school's administration manager, who monitors individual performance and follows up as necessary.

S4 At the time of the inspection, some under 18s were staying with homestay hosts for whom DBS checks had not been completed. A written risk assessment had not been completed for one teacher whose DBS check was still in progress. A suitable risk assessment for this teacher was supplied during the inspection, and this is no longer a point to be addressed in respect of this person.

S6 Considerable care and thought has gone into arrangements for unsupervised time. Graduated curfew times are indicated in the safeguarding policy, parental consent form and information for homestay hosts. Risk assessments have been carried out for unsupervised time, and unaccompanied students are required to tell a member of staff on a daily basis about their plans for each day and the weekend. All students are informed of city-centre locations which offer 'safe haven' to students who are concerned about their safety.

S7 There are well-designed arrangements for the accommodation of under 18s, all of whom are placed in homestay accommodation on a full-board basis. Staff conducting initial visits and revisits have a checklist of points to discuss with the hosts. Written information for both hosts and students is designed to minimise difficulties due to cultural differences. Hosts receive a copy of students' leisure programme for each week.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

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 The items sampled were satisfactory.

Organisation profile

Inspection history	Dates/details
First inspection	1988
Last full inspection	2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) 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	1986
Ownership	Name of company: Anglolang (Scarborough) Ltd Company number: 1981051

Other accreditation/inspection	N/a
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Premises profile

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

Student profile	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	20	60
Full-time ELT (15+ hours per week) aged 16–17 years	30	80
Full-time ELT (15+ hours per week) aged under 16	81	140
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	131	280
Junior programmes: advertised minimum age	6–11 (with parents) 12–15 (In groups with group leaders only) 16–17 (individuals)	6–11 (with parents) 12–15 (In groups with group leaders only) 16–17 (individuals)
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Italian, Spanish	Italian, Spanish
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	20–60	18–60
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	Swedish, Polish, Hungarian	Swedish, Polish, Italian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	11	18
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	9	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	0	
Total number of support staff	10	

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	
Academic manager 8 hours, Manager of online learning 16 hours.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	2

Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	2
Teachers without appropriate ELT/TESOL qualification	1
Total	9
Comments	
None.	

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	15	111
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	5	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	20	111
Overall total adults + under 18s	131	