

Organisation name	Atlas Language School (Head office Dublin) Seasonal Junior Centre Chichester
Inspection date	23–24 July 2019

Section standards	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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 accreditation with a spot check in the first 12 months. However, evidence must be submitted within three months to demonstrate that weaknesses in publicity, W2, S1 and S3 have been addressed. The required evidence was subsequently submitted.

## Summary statement

The British Council inspected and accredited Atlas Junior Centre Chichester in July 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](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers vacation courses for under 18s.

Strengths were noted in the areas of teaching and leisure opportunities.

The inspection report noted a need for improvement in the area of publicity.

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

## Introduction

Atlas Language School is based in Dublin, Republic of Ireland. There is a year-round school for adults which also runs 'Atlas Junior' centres in Dublin and Chichester. The junior course in Chichester was held for the first time in 2015. Residential courses for young learners between the ages of nine and 17 are offered a programme of 15 hours of tuition a week with activities.

The course is held over four weeks in premises on the University of Chichester campus in Chichester; students enrol for two or three weeks, starting in week one, two or three. Students are usually enrolled through agents and come with group leaders, although at the time of this inspection there were two students who had booked through an agent but were not accompanied by a group leader. Students and group leaders stay in residential accommodation on the university campus.

The inspection took place in the last week of the course, over one and a half days and a part day, with two inspectors. Meetings were held with the Atlas Dublin director, the centre manager, the academic director of studies (DoS), the activity manager, and the conference facilities manager of the University of Chichester. Focus group meetings were held with teachers, students and group leaders. All three teachers were observed by each inspector and one inspector visited the residential accommodation.

## Address of main site/head office

Atlas Language School: Portobello House, Portobello, Dublin 2 Ireland

## Description of sites visited

The junior summer programme takes place on the Bishop Otter campus of the University of Chichester (College Lane, Chichester PO19 6PE). The campus consists of a mixture of 19<sup>th</sup> century and very modern buildings side by side. Atlas has use of a centrally located courtyard and canteen and five classrooms on corridors on the ground, first and second floors of one block. A further two classrooms are in a separate block which also houses the gym and a large room used for evening activities. Atlas also has use of a drama studio, a lecture theatre, a sports dome and sports fields. The residences are located near the courtyard.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 students were split into groups of juniors (9–13 years) and seniors (14–17 years) in the first two weeks of the course, and in weeks three to four ages ranged from 11 to 16. A zig-zag programme of classes and leisure activities ran throughout the day, as well as evening activities and weekend excursions.

## Management profile

The head office Dublin team consists of the director, the admissions manager and the accounts manager. At the junior centre, there is a centre manager, a DoS and an activity manager.

## Accommodation profile

Atlas rents residential accommodation from the University of Chichester, where all students, staff and group leaders are accommodated. It is situated a very short walk from the school's allocated teaching rooms. Students can opt for a single ensuite room, with a shared kitchen, in clusters of between six and nine students, or a shared twin room with a washbasin and shared facilities of kitchen, showers and toilets. Wi-Fi is provided. Kitchen cookers are

disabled, but staff and students have access to a micro-wave oven, an electric kettle, and a fridge. Students are only allowed to use them with their group leader in attendance.

## Summary of inspection findings

### Management

The provision meets the section standard. Strategic and quality management is satisfactory and there are good communication systems in place. Staff management and development is effective overall. Student administration is efficient. There are robust procedures for obtaining and analysing feedback from students. There is a need for improvement in *Publicity*.

### Premises and resources

The provision meets the section standard. 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. Satisfactory guidance on the use of these resources is provided for staff.

### Teaching and learning

The provision meets the section standard. Staff are led and supported by a well-qualified and experienced academic manager. Courses are well structured and designed to provide maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The Atlas team generally collaborates effectively to meet the needs of students for security, pastoral care, and information, but the emergency plan requires review. Policies and practices promote tolerance and respect. Accommodation in the halls of residence is of a good standard. A very good range of well-organised leisure and sporting activities both on and off campus is available. *Leisure opportunities* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard. Policies and procedures to safeguard students under the age of 18 are generally sound. However, Atlas needs to amplify its safeguarding policy and review its parental consent form for children enrolled in groups.

### 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.	Strength
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.	Strength
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

M3 The Atlas structure is clear, and this criterion is met, but the organogram does not include reporting lines.

M4 Communication systems are very good. There are regular documented staff meetings. Closed social media groups and constant daily communication are used to ensure all staff and group leaders are kept up to date with information.

M5 Procedures for the collection of feedback from students are very effective. Mid-course student feedback is analysed each week by management and areas to improve are identified and discussed. Feedback is collated and shared in meetings or with individual teachers or group leaders, and action noted.

<b>Staff management and development</b>	<b>Met</b>
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.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
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**

M9 Teachers' job descriptions are insufficiently detailed.

M10 Recruitment procedures are largely effective but there is a need for more robust teacher recruitment procedures. See T1 and T2.

M11 Induction procedures, which include mandatory training in health and safety, safeguarding and Prevent, are well designed. Teachers were very satisfied with their induction. Group leaders also do safeguarding training.

<b>Student administration</b>	<b>Met</b>
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.	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**

All criteria in this area are fully met.

<b>Publicity</b>	<b>Need for improvement</b>
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.	Not 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.	Not 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
<b>Comments</b>	
Publicity consists of a brochure and a website.	
M22 On the website the statement that the junior courses are 'famous for their excellent quality' is not supported by any evidence. The terms and conditions state inaccurately that homestay accommodation is based on a seven-night stay: homestay is not provided. The complaints procedures refer students misleadingly to an Irish quality assurance agency.	
M24 There are inconsistencies in the information about the total number of taught hours per week. On the website publicity requires students to multiply the number of lessons and 45 minutes to get a total number of tuition hours per week. In the group leader handbook the number of hours is stated incorrectly as 13.5 hours per week.	
M26 Publicity does not provide a description of the level of care and support given to any students under 18.	

## Premises and resources

<b>Premises and facilities</b>	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.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
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

P4 There is good provision for students' well being. Free drinking water is freely available in classrooms, the canteen and around the campus. The canteen serves a wide range of varied food and a colour-coded system alerts staff to students' special dietary requirements.

P5 All signage is very clear. A colour-coding system directs students very effectively to classrooms. All routes are clearly signposted. Student noticeboards are colourful, well organised and prominently placed.

<b>Learning resources</b>	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.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

### Comments

All applicable criteria in this area are fully met.

## Teaching and learning

<b>Academic staff profile</b>	Met
-------------------------------	-----

T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Not 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

T1 One member of the teaching staff did not have a Level 6 qualification. A rationale was written but is not accepted because of the lack of post-school non-ELT training/qualifications and lack of engagement in post-school learning.

T2 One member of the teaching staff did not have an ELT qualification. A rationale was provided which is accepted within the context of this inspection. The rationale showed that she had taught English overseas for over ten years and had gained experience teaching students with additional learning needs. She has received day-to-day support from the DoS and attended CPD sessions.

T4 The DoS provides excellent academic leadership as confirmed by comments in the teacher focus group meeting. He is TEFLQ and has considerable relevant experience.

<b>Academic management</b>	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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

#### Comments

T9 Teachers have good professional support. The DoS is very accessible, and teachers appreciated the considerable guidance he provides. This includes day-to-day support in preparing lessons and opportunities for CPD. Peer observation is encouraged and a buddy system for teachers has been introduced.

T10 There are good systems for monitoring teacher performance. These include 'pop in' observations in the first week of employment with the requirement for teachers to complete a reflective task as part of the process. Further formal observations take place in the second week of the course, with written and oral feedback.

<b>Course design and implementation</b>	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.	Strength
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.	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.	Strength

#### Comments

T12 There are good arrangements in place for the review of course design. The DoS has carried out an extensive review of courses, and the materials that underpin them; these were set out in an end-of-course report in 2018. A

greater element of spoken interaction, with appropriate support for teachers, has been introduced on the basis of this review.

T15 There is no systematic guidance to support independent learning.

T16 There are good strategies in place to link the social programme with course content. An 'excursion lesson' at the end of each week provides students with opportunities to research their excursion destinations and practise useful language. See W24.

<b>Learner management</b>	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**

All criteria in this area are fully met.

#### **Classroom observation record**

Number of teachers seen	3
Number of observations	6
Parts of programme(s) observed	All

#### **Comments**

None.

<b>Teaching: classroom observation</b>	Area of strength
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.	Strength
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.	Strength
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.	Strength
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.	Strength

#### **Comments**

T23 Teachers showed a good knowledge of language. They provided helpful models and support for pronunciation was provided through syllable stress marking and the use of phonemic transcription.

T24 Learner profiling showed good awareness of learners' needs. Course themes, such as the environment and the natural world, were appropriate to the age and needs of the students.

T25 All lessons were well planned. A useful template for lesson plans provided for a coherent series of activities and helped teachers distinguish and express aims and outcomes effectively.

T26 Teachers made confident use of a range of appropriate techniques, including elicitation, drilling of jazz chants and recording incidental lexis on the whiteboard. Some drilling was conducted at a frenetic pace and lasted too long.

T27 There was effective use of classroom technology and whiteboard use was well designed with some use of colour highlighting. Appropriate use was made of the floor for some activities.

T28 Teachers monitored students' language well. A variety of correction techniques was observed across lessons. These included immediate explicit correction, delayed correction, nomination and frequent opportunities for choral practice of target items.

T29 Teachers monitored actively and some use was made of short tasks with explicit aims.

T30 Teachers generated a purposeful atmosphere and made appropriate use of pairwork and groupwork. They provided plentiful opportunities for student talking time and most students were fully engaged. Students at the focus group meeting were very positive about their progress.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to good with most lesson segments being good. Knowledge of the linguistic systems of English was sound, and lesson content was relevant to the needs and cultural background of the students. Teachers used a range of appropriate teaching techniques and topics and tasks were interesting and relevant. Students were given ample opportunities to produce English and received good supportive feedback. There was a positive learning atmosphere in the classes observed.

### 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.	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.	Not 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.	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.	N/a
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

### Comments

W1 Atlas prioritises safety and security. Premises risk assessments are thorough, monitored and modified. Fire drills are scheduled within three days of each group's arrival, and then fortnightly. There is a constant university security presence, with regular patrols. Atlas staff have a rota to cover break periods across the day and evening.

W2 The emergency plan is not sufficiently wide ranging. It is for off-site emergencies only, and takes account of a very restricted range of possibilities, and does not cover practical procedures. An on-site plan which reflects that of the university is also required.

W3 Pastoral care is of a high quality. All staff are alert to students' needs. Personal information provided by agencies is double checked. Attention is paid to detail, exemplified by the innovative use of colour-coding of IDs to indicate students' food allergies to catering staff.

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.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
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

W11 Inspection of the residences is very thorough. The centre manager inspects before the arrival of every new group, and submits a list of minor faults to the university conference manager, who signs to acknowledge them. Any necessary work is negotiated.

W15 Atlas, via the university provision, caters for a very wide range of food allergies and intolerances, and hence provides an exceptional service. Catering staff are punctilious about ensuring students with allergies are served appropriate meals. Food in general is wholesome and plentiful.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a

#### Comments

None.

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

#### Comments

None.

<b>Leisure opportunities</b>	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.	Met
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.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W24 The leisure programme is extensive and varied. A good range of art and drama, and sporting and team-building activities, is offered in the afternoons while activities in the evenings are social and collaborative and/or competitive. There are weekly day and half-day excursions to local places of interest, and London. All take good account of students' ages and interests.

W25 The organisation and resourcing of leisure activities are of a good standard. Head office books the sports hall and dance studios well in advance so suitable venues are available at appropriate times, the programme is well planned and activity leaders are well trained and briefed. The activity manager has a budget to replenish supplies. Lessons prepare students for aspects of excursions.

W26 Atlas regards the health and safety of students during activities as a high priority. This is reflected in the time spent at activity leaders' induction on this aspect of their work, and in the on-going briefings, and in the instructions given at the start of activities. There are activity risk assessments and information packs for excursions, and a live risk-assessment chart for staff to update the former.

## 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.	Not 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.	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

All students at Atlas are under 18, with the majority being between 13 and 15.

S1 In general, Atlas has a sound safeguarding policy in place. However, it does not provide guidance on handling delayed suitability checks, although staff have an acceptable procedure for dealing with this eventuality.

S3 The consent forms that parents of children who are enrolled as members of groups sign are generally clear and explicit about details of safeguarding. However, this form is not designed for the Chichester junior school, but for the Dublin school. Parents are thus signing to say they give permission for their children to study alongside adults, and that they will be accommodated in homestays. Neither situation appertains in Chichester. The form also contains a disclaimer which seems to deny Atlas' duty of care. In addition, one Spanish agent translates the form, but fails to replicate the detail of the English original.

### 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	2014
Last full inspection	2018
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a

Subsequent interim visit (if applicable)	N/a
Current accreditation status	Unaccredited
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	Year-round adult centre in Dublin, summer junior centre in Dublin

#### Private sector.

Date of foundation	2013
Ownership	Name of company: Atlas Language Institute Ltd Company number: 373677

#### 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	N/a

#### Student profile

	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	0
Full-time ELT (15+ hours per week) aged 16–17 years	6	5
Full-time ELT (15+ hours per week) aged under 16	54	109
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
<b>Overall total ELT/ESOL students shown above</b>	<b>60</b>	<b>114</b>
Junior programmes: advertised minimum age	9	9
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Italian	Spanish, Italian
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

#### Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	3	4
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	5	

#### Academic manager qualifications profile

Profile at inspection	
	Number of academic managers
Professional qualifications	
TEFLQ qualification	1
Academic managers without TEFLQ qualification or three years relevant experience	0
<b>Total</b>	<b>1</b>

**Comments**

None.

**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**

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	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	60
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	60
Overall total adults + under 18s	60	