

Organisation name	BLS Bury St Edmunds
Inspection date	12–13 April 2023

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.

Summary statement

The British Council inspected and accredited BLS Bury St Edmunds in April 2023. 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.

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

Introduction

BLS English was founded in 1995 and remains in the same ownership. The owner has over 35 years' experience in the EFL industry. The premises are now found at Springfield Road (junior centre) and Spring Lane (adult centre). The school benefits from a stable senior staff. The principal has been with the school since 2000, the director of studies (DoS) and accommodation manager since 2014.

Closed groups are a large part of the school's work. At the time of inspection there were groups of Spanish students, all under 18, accompanied by group leaders and being taught at Springfield Road. There were also a number of adult individual students from a variety of countries being taught at the adult school off Spring Lane.

This compliance-only inspection, which was conducted remotely, took a day and a half day. The inspection included a virtual tour of the main school premises. Students and staff were also asked to comment on the state of the premises.

The inspectors talked to the principal, the accommodation manager, the director of studies (DoS) and the assistant director of studies (ADoS). All teachers timetabled to teach in the week of the inspection were observed. Focus group meetings were held with students and with teachers. One inspector spoke to the accompanying group leaders. He also visited two homestays (virtually) and saw some of the school's residential accommodation.

Address of main site/head office

8 Springfield Road, Bury St Edmunds IP33 3AN

Description of sites observed

The school is located at two different centres within the same site. The premises in Springfield Road, close to a cinema complex and sports centre, are a short walk from the town centre. The premises are dual purpose, as they provide the residential accommodation as well as classrooms for the younger learners. The main office is on the ground floor and is staffed year-round. Some rooms can be either bedrooms or classrooms, with a maximum of nine classrooms at any time. There is a kitchen and dining room. A conservatory is used as the teachers' room. There is a garden area with furniture, and a coach house which can be used as a games room or a classroom. The adult Spring Lane centre is adjacent to the Springfield Road centre with two classroom areas with one doubling up as a social area and kitchen/dining room. Within the centre, there are four bedrooms – one ensuite. There is a smoking area outside across the small front garden. There is a convenience store within five minutes' walk. The premises at Springfield Road are owned by the organisation.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 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

English courses for adults are available as 'general' 21 lessons/16 hours, 'semi-intensive' 26 lessons/20 hours, or 'intensive' 32 lessons/24 hours per week. The school also runs exam preparation courses. The young learner courses are all general English. The school offers year-round courses for adults and specialises in tailor-made programmes for closed groups for under 18s. One-to-one courses are run on request, but are not a significant part of the work of the school at present. The residential summer camp programme is designed to have 15 hours of general English classes and an afternoon programme of sports and activities with additional activities in the evenings.

Management profile

The owner director has responsibility for the financial and strategic planning of the organisation as well as marketing, while all aspects of the day-to-day management for the school are the responsibility of the principal. He is also the DSL and line manages the accommodation manager and the DoS. The DoS works part-time and on days when he is not present teachers are supported by the part-time assistant DoS.

Accommodation profile

The school offers homestay and residential accommodation, which are both managed by the school itself. The school's premises are dual purpose, as they provide residential accommodation as well as classrooms for the younger learners. Five adult bedrooms are available with the use of a shared kitchen, and publicity states that up to 50 juniors can be accommodated. The co-inspector visited two homestays (virtually) both within walking distance of the school.

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 provider's stated goals and values, and their publicity. The structure of the organisation is well established, communication is effective. Student administration is carried out efficiently and feedback mechanisms are in place but not always acted upon.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a pleasant environment for work and relaxation. A satisfactory 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 students and staff where needed.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Course design and learner management are mostly satisfactory. Teachers receive support and overall, the courses are managed to the benefit of students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The general needs of students for day-to-day security and safety are met. The accommodation seen (virtually) was of a good standard, and appropriate management systems are used effectively. There is a variety of social, cultural, educational and sporting activities; supervision of activities is appropriate, with event-specific risk assessments.

Safeguarding under 18s

The provision meets the section standard. There is a clear and comprehensive safeguarding policy which is made known to all relevant parties. Staff recruitment procedures are managed effectively. There are satisfactory arrangements for student accommodation and leisure activities. There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.

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.	Not 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

The goals and values of the school are described in the staff handbook and made known to all staff and students. Objectives are clear and many of the short-term goals for this year have been achieved. The structure of the organisation is transparent and everyone knows who is responsible for particular areas. Management resources are sufficient to meet the current provision but there is a lack of continuity in teachers on the adult course. Informal and formal communication is effective. Feedback from staff and students is collected but inspectors noted that not all the issues such as continuity of teachers and mixed levels on adult courses had been acted upon. These areas were also raised by staff and students in the focus groups.

Staff management and development	Met
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.	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.	Not 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 practices are in place. Job descriptions are available and there is an addendum safeguarding document attached to the principal and director of studies job descriptions. Recruitment procedures are effective, and record keeping is generally sound. Induction documentation is available. Appraisal processes are specified but meetings have not been completed since before the pandemic. Essential continuing professional development such as renewal of first aid and safeguarding training qualifications has been completed.

Student administration	Met
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	
The majority of the criteria in this subsection are fully met. Students usually receive sufficient information about course options in advance but student and agent feedback indicated that on occasion students are not always advised about the limited number of adult class levels available. Records showed that alternative options were made available and the course of action was gratefully accepted by the student and agent.	

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 school's main medium of publicity is the website. Additional PDF material is made available to agents and the school also maintains social media pages. The information on the website is mostly accurate and gives rise to realistic expectations although not all the courses described were available or running at the time of the inspection. When issues relating to missing information such as course descriptions and levels were raised, they were promptly addressed and are therefore no longer points to be addressed. Information regarding the level of care for under 18s is satisfactory and claims to accreditation are in line with Scheme requirements.	

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	
The premises provide a professional environment for staff and students. The facilities and shared spaces are in good decorative order. Classrooms are suitable and the areas for relaxation are good. Free drinking water is provided. There are satisfactory facilities for display in common spaces and classrooms. There is staff capacity with kitchen and dining room space to provide breakfast and hot or cold meals in line with any bespoke closed group programme agreements. Signage both exterior and interior is generally clear and well placed.	

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.	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	
Resources for teachers and students are satisfactory. The junior centre has one classroom with a screen linked to a PC for the display of online resources. CD players are used for listening materials.	

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.	Met
Comments	
All criteria in this sub-section are fully met.	

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.	Not 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	

Teachers are regularly timetabled onto different courses or classes on a weekly basis with the rationale of providing variety and there is a lack of teacher continuity. Only one adult class level was available; at busier times of the year two are offered. This was commented on negatively by staff and students in focus groups, feedback forms also indicated that students would prefer greater teacher continuity. Cover arrangements are in place and the DoS and ADoS are usually timetabled to take classes. Guidelines for the management of mixed ability classes and continuous enrolment were recently produced, in response to staff requests. Day-to-day support is available to teachers and observations are carried out.

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.	Not 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

For the one adult general English class, running at the time of the inspection, there was no clear 'fit' with the needs and objectives of the mixed ability group. There is a coursebook and a loose syllabus but there is no indication of what content should be covered over what period of time. Feedback from students and teachers indicated that course design is an area in need of review and the newly appointed ADoS has a focus on this area. Provision for closed group juniors is more comprehensive and examples of appropriate written course outlines specifying language content and learning outcomes were made available to inspectors. A good selection of additional activities, such as surveys and presentations, encourage the acquisition of language but study and learning strategies do not feature in course programmes.

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Not 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

Students complete a placement test before they arrive. Speaking and listening ability is not assessed systematically prior to any placement in class. Group leaders accompanying closed group juniors liaise with the school regarding levels when possible. When time permits adult students have a short interview with the DoS or ADoS on arrival to ascertain their learning needs. Placement of adult students is primarily dictated by the number of class levels available, usually one, sometimes two. The afternoon classes are used to provide more tailored support of student needs. Students complete regular tests and have tutorials with the DoS or ADoS. Certificates and reports are available and advice on exams or further education studies is available on request.

Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	General English (juniors) and Business and Life Skills (adults)

Comments

None.

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.	Not 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.	Not 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 produced accurate models of spoken and written English and explanations were clear.
T24 Lesson plans were provided but there was little reference to student profiles or identification of learning needs. Lesson topics and materials were generally appropriate.
T25 Segments observed indicated a clear set of activities around a single topic. Learning outcomes were not always clearly expressed.
T26 There was some evidence of relevant teaching techniques including elicitation, prompting and monitoring.
T27 Instructions were generally clear but examples lacked focus at times. Boardwork was satisfactory.
T28 There was very little feedback and opportunities for immediate and delayed correction were missed. Praise was used effectively on occasion but correction techniques were not used to support students' learning and there was no attention to phonological features.
T29 Some tasks provided an opportunity for students to check how well they could use new language recently introduced.
T30 Students were engaged and teachers established a positive classroom atmosphere. Pair and group work were appropriately incorporated.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory against the criteria, with the majority being satisfactory. Teachers showed awareness of linguistic systems and provided effectively staged plans. Reference to students' specific learning needs was limited but topics were mostly relevant. Teachers used a basic range of techniques and resources were generally used to good effect. Feedback techniques were somewhat limited and there was no attention to pronunciation. Classroom management was dealt with effectively and there was a positive working atmosphere in classes.

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.	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.	Met

Comments

Appropriate risk assessments, emergency planning and evacuation drills are in place to ensure the safety and security needs of students. Students receive pastoral care from trained staff and are well looked after.
A 24-hour emergency contact number is provided and always available to students. The student handbook contains information on life in the UK and students have access to health care as required.

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.	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

Students responded positively about the comfort of the accommodation provided by the school and hosts visited (remotely) were of a good standard. Cleaning and laundry arrangements are satisfactory. Students receive information about their allocated accommodation in time, and procedures for identifying and solving any problems are effective. Students were satisfied with the meals provided.

<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 sub-section are 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.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

Leisure opportunities	Met
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

The leisure programme is under the direction of a named person with specific responsibilities. The English language course focuses on the excursions and the destinations to be visited. All activities are risk-assessed and

programmes for juniors follow similar approaches. Appropriately trained and qualified staff are used to supervise sporting and leisure activities.

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.	Met
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.	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	

There were no under 18s enrolled on adult courses at the time of the inspection, although 11 students were being taught in a closed class.

The school has a comprehensive safeguarding policy covering all the required areas. Staff receive regular training and updates. Parents or guardians receive information about the level of care provided and complete a parental consent form. Effective measures are in place to enable 24-hour contact between the school, parents and guardians.

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	2010
Last full inspection	2018
Subsequent spot check (if applicable)	2019

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	1995
Ownership	Name of company: Bury Language School Ltd Company number: 3454480
Other accreditation/inspection	N/a

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)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	11	25
Full-time ELT (15+ hours per week) aged 16–17 years	0	5
Full-time ELT (15+ hours per week) aged under 16	11	90
Part-time ELT aged 18 years and over	2	5
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	24	125
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Spanish, Italian	Spanish, Italian, French, Czech
Adult programmes: advertised minimum age	16	18
Adult programmes: typical age range	20–40	20–40
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Jordanian, Spanish, Thai	Spanish, Italian, Polish, Czech, Saudi Arabian, Jordanian

Staff profile	At inspection	In peak week July (organisation's estimate)
Total number of teachers on eligible ELT courses	3	8
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 20 hours a week	1*	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	2	

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

The DoS and ADoS do not routinely have any timetabled teaching and were not teaching at the time of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	3

Comments

A fourth TEFLI qualified teacher*, not included in the above figures, was assigned to a closed group of students who had daily full day excursions with no EFL classes.

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	8	11
Private home	0	0
Home tuition	0	0
Residential	2	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	3	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	13	11
Overall total adults + under 18s	24	