

Organisation name	BLS English, Bury St Edmunds
Inspection date	4–5 April 2018

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, an action plan should be submitted within three months to show how the weaknesses identified in learning resources, course design, leisure opportunities, and safeguarding under 18s are being addressed. This should be followed by a spot check within 12 months focusing on these areas.

Summary statement
<p>The British Council inspected and accredited BLS English, Bury St Edmunds, in April 2018. 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 English for adults (16+) and for closed groups of under 18s.</p> <p>The inspection report noted a need for improvement in the areas of course design, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

BLS English was founded in 1995 and remains in the same ownership. The owner has 30 years' experience in the EFL industry. The school started its activities in the Angel Hill premises, which are still in use today. The school has expanded considerably since that time and is now located at three central sites. It is the only language school of its kind in the town and has forged mutually beneficial relationships with local businesses.

The school benefits from a stable senior staff. The principal has been with the school since 2000, the director of studies (DoS) and accommodation co-ordinator since 2014.

Closed groups have always formed a large part of the school's work. At the time of inspection there were groups of Spanish, Russian and Thai students, all under 18, accompanied by group leaders and being taught at Springfield Road and Angel Hill. There were also a number of adult individual students from a variety of countries being taught at the adult school in Kings Road. Occasionally 16 and 17 year-olds, enrolled on the closed group programmes, join the adult courses, in particular if their maturity and language skills are such that it would benefit their stay in the school.

The inspection took one full day, one half day and a part of one day. Meetings were held with the owner, the principal, the director of studies, and the administrative team. Separate group meetings were held with the younger learners, the adult students, and teachers. One inspector visited two homestay providers and the residential accommodation. Teaching took place at all three sites and lessons were observed at all three. All teachers timetabled during the inspection were observed in class.

Address of main site/head office

147 Kings Road, Bury St Edmunds, Suffolk IP33 3DJ

Description of sites visited

The school is located at three different sites. The Kings Road building has been acquired since the last inspection. It is a Grade II listed Georgian building on two floors close to the town centre. It is the head office of the organisation and also the school for adult students. The open-plan reception/administrative offices are on the ground floor. The director of studies (DoS) and his assistant have their work stations in the teachers' room on the first floor. The owner and principal have their offices on the second floor. There are four classrooms; one of them is also a designated self-study room and can be used as a prayer room if requested. A student common room, a garden room with table tennis table, a staff kitchen and toilets are on the ground floor. There are two courtyard areas.

The premises in Springfield Road are a ten-minute walk from the main school, close to a cinema complex and sports centre, and 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. 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 Angel Hill premises are in the centre of the town. There is a dedicated entrance, leading to four classrooms on the first floor above a café. There is no dedicated teachers' room and no outside relaxation area.

The premises at Kings Road and Springfield Road are owned by the organisation. The Angel Hill premises are leased.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<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 checked="" 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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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. A number of 'Passion for' courses such as passion for classic cars, horses and football are advertised; at the time of inspection only one such course had run, 'Passion for classic cars', which had run with one participant.

The young learner courses are all general English. In addition to the year round courses for adults and tailor-made programmes for closed groups for under 18s, the organisation advertises teacher development courses for non-native teachers, and ran the first such course in August 2017. Work experience courses, with programmes of general English in the mornings followed by placements in local businesses, run throughout the year. One-to-one courses are run on request, but are not a significant part of the work of the school at present.

Accommodation profile

Accommodation is provided in homestays, a school residence, and (for adult students on request) in local hotels or bed and breakfasts. Two homestays and the residence were visited. One homestay was within walking distance of the school; the other (where four young boys from the same group were staying) was 15–20 minutes by car from the school and the hosts were contractually obliged to drive the students to and from school. Residential students have all meals on site, and homestays provide full board (packed lunches) for juniors, and half board for adults.

Summary of inspection findings

Management

The provision meets the section standard. The management of the school operates effectively and responsibly to the benefit of its students. The school is run by a hard-working and committed team. There is good communication at all levels and student administration is effective and supportive.

Premises and resources

Overall the provision meets the section standard. The school provides a pleasant learning and relaxation environment for students. The school buildings are attractive and well maintained. The learning resources are adequate for the current needs of adult students and their teachers. However, there are weaknesses in the provision of learning resources for young learners.

Teaching and learning

The provision meets the section standard. Teachers are appropriately qualified, with a range of qualifications, experience and interests between them. Teachers are offered satisfactory support by the DoS to meet the needs of their students. There is a need for improvement in *Course design* for the young learner courses. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. Arrangements to ensure students' safety and security on school premises are in place, but no major incident procedure covering events on or off site has been formalised. There is suitable provision for the pastoral care of students. Accommodation in homestays and the residence is suitable and is appropriately managed, particularly in relation to pre-arrival information, and the quality of meals provided. The delivery of the leisure programme for juniors needs attention in terms of the organisation of excursions, and the specificity of risk assessments. There is a need for improvement in *Leisure opportunities*.

Safeguarding under 18s

Overall, the provision meets the section standard. Staff are appropriately trained, and basic awareness training has been offered to hosts. Suitability checks are carried out, and other aspects of safer recruitment are met. Group leaders are clearly informed of their safeguarding responsibilities, and are well supported. However, the safeguarding policy and the parental consent form need attention to include required information. A risk assessment is needed to cover the break arrangements at the Angel Hill site. There is a need for improvement in *Safeguarding under 18s*.

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.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Not met

Comments

M2 Proposed changes to working practices and other planned new systems and procedures are dependent on the staff workload at any given time; thus, a long timeframe is allowed, where necessary, for completion.

M3 The management structure is clear. The owner is responsible for the strategic planning, financial administration, including all budgets and for the marketing of the school. The day-to-day running of the school he delegates to the principal and his support staff. Although the members of the administrative team all have their own specific responsibilities, they work closely together and they are knowledgeable about each other's work. The school takes on additional administrative support staff as needed.

M4 As well as a full range of internal meetings, the school organises meetings for homestay providers which can include some training, and information on new procedures or new legislation, as well as being a useful getting-to-know-you exercise for all concerned.

M7 Although a self-evaluation had been completed and points to be addressed from the previous inspection indicated that all documentation was now up-to-date, this was not found to be the case. Some documents still need updating and dates of completion of tasks were unclear.

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.	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.	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

M9 Safeguarding responsibilities are not included in the relevant job descriptions.

M10 There were some gaps in the documents relating to very recently appointed teaching staff such as copies of certificates, but staff files all included evidence that DBS checks had been carried out on all staff and references had been provided for all.

M11 This criterion is met overall but there is currently no teachers' handbook or documentation which clearly explains the school's teaching philosophy as well as providing good administrative guidance relevant to the academic work in the school.

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.	Strength
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.	Not 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

M15 Pre-course communication with students is thorough, comprehensive and well recorded. Staff dealing with this area are familiar with the range of courses available and their appropriateness for individual students. There is good support available to students during their course to enable them to modify their programme to meet their specific needs. All staff go to great lengths to fulfil the requirements asked for by the closed group organisers, including last-minute changes to an already agreed programme.

M19 School staff appear over-tolerant of lateness and/or absenteeism which could have serious consequences not only for the absent students but the school's reputation. Procedures to ensure punctuality and attendance need to be tightened up as a matter of urgency.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	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

Publicity consists of a brochure, a website and number of social media sites.

M23 The terms and conditions are lengthy and hard to understand. The school has produced a condensed and easily assimilated synopsis of the most important points and this is sent to agents, other course organisers and individual students as required.

M29 In some documentation an outdated version of the Accreditation Scheme marque is in use.

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	Met

facilities for the display of general information.	
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	
P2 The classrooms at Angel Hill cannot easily accommodate the larger groups of students, but these premises are either used as overspill or specifically requested by the closed groups' organisers, and they are aware of the limitations at this site.	
P6 At Kings Road and Springfield Road, facilities fully meet the criterion. Teachers are less well provided for at Angel Hill, but can always make use of an empty classroom should they need it. Generally speaking, they use the facilities at the other sites as necessary.	

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.	Not 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.	Not met

Comments	
P7 There is an up-to-date and appropriate range of coursebooks and other materials for the general English and exam classes for the adult students. However, the provision of resources for younger learners is very modest and much of it rather dated. Materials used were in some cases far too advanced for the levels in the younger learner classes. On the whole teachers use their own materials.	
P8 The stocks of practitioner books and other teacher resources materials were just adequate for current needs.	
P9 There is very little technology available in the school at any of the sites.	
P10 No facilities are advertised or provided for additional or independent learning. One classroom can be used as a quiet room for study, but there are no specific self-study resources.	
P12 There are no formal procedures for the review and development of resources	

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 area 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.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for	Met

absent teachers.	
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

All criteria in this area are fully met.

Course design and implementation	Need for improvement
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.	Not met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not 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 There is no course design available to teachers for the closed groups of younger learners. The DoS receives information on what topics the groups want to cover during their stay and he expects the teachers to use their own creativity to expand on that for the time each group stays at the school.

T12 No formal review involving all academic staff and covering resources and materials currently takes place. Feedback from students does not cover in sufficient detail the academic work in the school and is therefore no help in the review of course design.

T13 The only written course outlines available to the adult students is the coursebook and a sample timetable included in the student handbook. Each young learner closed group course is stand alone and content is not shared with the students in any meaningful way.

T16 Students are frequently taken out of the classroom into the community to help to make the connection between the classroom and the outside world. The school's administrative team is to be applauded for their initiatives in arranging educational visits to a wide variety of establishments willing to welcome these young learners.

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

Comments

All criteria in this area are fully met.

Classroom observation record

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

Comments

Teachers were observed at all three sites. Morning and afternoon classes 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.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T24 Better plans were working documents with flexibility built in. The topics chosen were usually relevant and matched the interests and learning needs of the students. Aims were often expressed as teachers' intentions rather than student outcomes, and weaker plans were little more than a list of possible exercises and activities. The selected classroom activities were suitable to the different ages.

T25 It was rare that lesson plans were shared with the students in any way. Simple lesson aims on the board would enhance the younger students' sense of purpose. Staging and pace overall was good. In a few cases some activities were too long and students lost interest.

T26 Teaching techniques were usually appropriate to the aim of the lesson. Tasks were usually well set up with clear instructions and, in most cases teachers checked that students had understood the task. For the younger students teachers used games and quizzes to give them plenty of opportunity to speak in their activities but on occasion students were given insufficient time to process new language, repeat it and practise it. Students in the monolingual classes would have benefited from more pronunciation drilling.

T27 In some classes board work was clear and well organised and in one or two very imaginative. Apart from coursebooks for the adult students and handouts for the young learners, very little use of other resources was seen.

T28 Feedback and correction varied considerably, from the thorough and appropriate, particularly in the area of word stress and pronunciation, to the limited, where the teacher often appeared not to notice error at all.

T29 In some lessons teachers revised previously taught language. Some teachers did not however check that students had understood the linguistic rules that were presented.

T30 In general teachers enjoyed good rapport with their students and there was evidence of a relaxed but professional atmosphere in most classrooms. Students were clearly comfortable with their peers and teachers.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory, with the majority being satisfactory. Teachers showed a good knowledge of English and in most cases presented appropriate models for the students to follow. Lessons were, on the whole, appropriately planned and classroom activities were usually coherent and purposeful. The techniques employed were appropriate to the different ages of the students in most cases. Students were attentive, receptive and engaged overall.

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.	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.	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

W1 Most aspects of this criterion are fully met. An adequate number of staff have received first aid training, but no comprehensive list is displayed. At one of the three sites in use, the first aider identified was not currently based at the site.

W2 Arrangements are in place to deal with routine emergencies, but these have not been formalised into a major incident procedure.

W3 The group leaders play a key role in providing pastoral care for their students. They are supported by the school welfare staff, and a welcome pack given to all students. The junior version of this document is rather wordy and not written with the target audience in mind.

W8 Wardens are on site to help with any medical emergencies in the residential accommodation, and arrangements have been set up with a local medical practice.

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.	Strength
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

W9 Both hosts offered comfortable and welcoming accommodation in excellent condition; the residential accommodation for juniors is more institutional, but provides satisfactory facilities for groups of young learners.

W10 A programme of refurbishment has been carried out in the residential accommodation, and all areas are now in good condition. The cleaning regime is effective in maintaining the appearance of the accommodation.

W11 Regular inspections of the residential accommodation are carried out; homestay hosts are visited at least every two years, and hosts are helped to complete or update a fire risk assessment. At the time of the inspection, these were routinely collected by the school with no copy left with the hosts; it was agreed that in future the hosts would keep a copy.

W12 Students receive very clear and comprehensive personalised information about their hosts before arrival.

W14 Hosts receive a handbook setting out the terms and conditions, and responsibilities. However, the handbook makes no reference to the legal responsibility to carry out a fire risk assessment.

W15 There was very positive feedback from students about the quality and variety of food in both homestay and residential accommodation. The hosts visited, and the catering staff in the residence, were very responsive to student requests, and were very keen to provide a healthy and balanced diet.

Accommodation: homestay only

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	
W17 Students in a closed group with the same language may share the same accommodation, but only if this is specified by the agent/sponsor.	

<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	
W22 Students staying in hotels recommended by the school are always accompanied by a member of the accommodation team, who carries out an inspection of the premises at the same time.	

Leisure opportunities	Need for improvement
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.	Not met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
W23 This criterion is met overall, but the information for adult students supplied to inspectors contained a number of instances of non-standard uses of English.	
W25 Group leaders complained that information about excursions was often provided late, and that accompanying staff had not been appropriately briefed.	
W26 Three types of risk assessment were presented to inspectors: travelling; activities, and town and city. However, the last two were almost identical. No evidence was seen of risk assessments specific to a particular venue, destination, or activity.	
W27 The person in charge of supervising leisure activities has a background of working with students, and had been briefed about her responsibilities. However, she was recently appointed and was, to an extent, learning on the job.	

Safeguarding under 18s

Safeguarding under 18s	Need for improvement
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	Met

safeguarding policy.	
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Not 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

At the time of the inspection, there were 63 students under the age of 18, out of a total student body of 85. At peak, the number of under 18s rises to around 140.

S1 There is a recently updated safeguarding policy covering most required areas, but it makes no reference to action to be taken in the event of delayed suitability checks, or to the contact details of the Local Area Designated Officer or the Local Safeguarding Children Board.

S2 All staff have received at least basic awareness training, and all designated persons are trained to specialist level. Safeguarding sessions have been held face to face for hosts and taxi drivers. It would be helpful if an abridged version of the safeguarding policy were produced for specific audiences, for example homestay hosts and group leaders.

S3 A simple parental consent form is in use, but it does not include examples of situations parents/guardians are consenting to, or specifics about unsupervised time. It does not ask for parental consent for emergency medical treatment.

S5 Group leaders get a programme clearly showing their responsibilities day by day, including supervision during breaks. However, no risk assessment had been carried out of the arrangements at the Angel Hill site, where young children are allowed to go off site during breaks.

S6 A document on suggested "safe" things to do in free time for juniors is issued to group leaders. These are discussed with group leaders by welfare staff.

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 Sampling identified the following issue: The staff contracts contain clauses relating to retirement age that may now be illegal. Teachers were seen photocopying from newspapers but the school does not have a NLA licence. The school should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

Organisation profile

Inspection history	Dates/details
First inspection	2010
Last full inspection	2014
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	1995
Ownership	Name of company: Bury Language School 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 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	17	25
Full-time ELT (15+ hours per week) aged 16–17 years	4	30
Full-time ELT (15+ hours per week) aged under 16	59	110
Part-time ELT aged 18 years and over	5	10
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	85	175
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Thai, Spanish	Spanish, Italian
Adult programmes: advertised minimum age	16	18
Adult programmes: typical age range	18–35	18–45
Adult programmes: typical length of stay	8 weeks	3 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Italian, Russian	Saudi Arabian, Italian, Russian

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	12
Number teaching ELT 20 hours and over a week	6	
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	10	
Total number of support staff	2	

Academic manager qualifications profile

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

The DoS does not have a regular teaching commitment.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	6
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
Arranged by provider/agency		
Homestay	11	62
Private home	0	0
Home tuition	0	0
Residential	6	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	6	0
Overall totals adults/under 18s	23	62
Overall total adults + under 18s	85	