

Organisation name	Canning Training, London
Inspection date	17–18 March 2020

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.	N/a

Recommendation

We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W1, W2 and W26 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Canning Training in March 2020. 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 private training centre offers courses in professional English for adults (21+).

Strengths were noted in the areas of strategic and quality management, student administration, premises and facilities, academic management and course design.

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

Introduction

Canning Training was founded in 1965 and became a fully staff-owned company in 2009. The registered owner is Canning Trustees Ltd (CTL). There are four directors on the board of CTL, two elected employee directors, one from Canning School Ltd, which is the operating company, and the managing director.

Canning is a training centre for business clients and the majority of the participants are sponsored by their companies. The trainers working at Canning have varied experience in business and training and many have worked for the organisation for a long time. In addition to working on English for Business (EfB) courses in London, more experienced trainers have opportunities to work abroad delivering courses to Canning corporate clients. As well as EfB courses, Canning offers courses in International Training and Development (ITD).

The inspection took place over a day and a half. Due to the emerging global health situation, it was not possible to conduct some interviews face to face. The inspectors had meetings with the academic manager, the administration co-ordination manager and the marketing manager. The administration co-ordination manager also spoke about accommodation and student welfare because of staff absence. The managing director was absent on the first day but had a short discussion with the inspectors on the second morning. The marketing manager was spoken to on the telephone. One trainer was observed by both inspectors, and focus groups were held with the trainer and the course participant. One inspector spoke to a homestay provider on the telephone, as well as a representative from the student residence, and was able to view pictures of current homestay and residential accommodation.

Address of main site/head office

42 Bloomsbury Street, London, WC1B 3QJ

Description of sites visited

The school occupies a four-storey Georgian building in the heart of Bloomsbury, close to the British museum. On the ground floor there is a sales office, which also acts as a reception area, and a large student lounge offering free tea and coffee. There is an administration office in the basement area along with a team room, which functions as a trainers' working area. In addition, there is a small kitchen, a photocopying room and two toilets.

There are seven classrooms spread over the three upper floors, with three additional toilets located on the landings or adjoining classrooms.

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 type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school runs year-round one-week and two-week intensive courses in EfB for small groups, with a maximum of six participants. These courses offer 41 (one week) and 82 (two week) hours' contact time with the trainer, including four lunches a week. One-to-one courses are tailored to the needs of the participants and offer 37.5 hours contact time including all lunches and a leisure programme. Intensive Blend courses combine small-group courses with one-to-one sessions. Specialist intensive courses are also offered for Human Resources professionals and Personal Assistants, as well as fully tailor-made courses. The minimum age for enrolment on all courses is 21. English courses account for approximately thirty percent of the training programmes offered at this site.

Management profile

The management team consists of the managing director and the heads of English, International Training and Development, Sales and Finance. Although line management responsibilities are clear, the company's constitution

emphasises a co-operative and non-hierarchical approach. Most trainers have additional responsibilities, which fall within the four areas led by the management team.

Accommodation profile

The school accommodation provision is made up of a small number of homestays, a residence and a number of hotels. The school has an allocation with the hotels, which all belong to the same chain. The residence is booked on an ad hoc basis. The majority of students stay at hotels.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. There are good systems in place to ensure that the management of the provision operates to the benefit of the students and in accordance with the provider's stated goals, values, and publicity. *Strategic and quality management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it some respects. The premises provide students and staff with a very comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile which is well suited to the context. Teachers receive helpful guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit for students. The teaching observed met the requirements of the Scheme. *Academic management*, *Course design* are areas of strength.

Welfare and student services

The provision meets the section standard. Pastoral care is very good, but there is no comprehensive plan in place to respond to emergencies. The procedures for inspection of accommodation are very effective, but student confirmation documents are insufficiently detailed. The school provides a high quality and often individualised leisure programme but risk assessment procedures are unsatisfactory.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
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.	Strength
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

M1 The values of the centre form a key part of the company's culture and identity, and are a core focus of new employees' orientation to work. In addition, they remain a fundamental element of day-to-day working practices.

M4 Communication channels are very effective, at both formal and informal levels. There is a range of appropriate meetings, which are well documented, and all staff felt they were well informed. Weekly emails keep everyone up to date.

M5 Trainers are required to allow participants opportunities for evaluating the school's services during their course and there is an extensive end-of-course questionnaire with a good rate of return. There was evidence of a very detailed analysis of student feedback and that services had improved as a result.

M6 Staff feedback is routinely collected during annual seminars and appraisals. Elected staff representatives have direct access to the board, and records of meetings revealed a wide range of consultation taking place, with appropriate action being taken and recorded.

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.	Strength
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.	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.	Strength

Comments

M9 The criterion is met overall although some job descriptions need updating and the review process requires standardisation.

M10 There is a rigorous recruitment policy for the recruitment of all staff and in particular trainers. The latter process consists of two interviews, during the second of which applicants are required to demonstrate their training skills.

M11 All trainers are required to complete a substantial five-week induction programme before they start working. An induction checklist ensures that staff are fully orientated to all aspects of working at the centre.

M12 Although the appraisal process is of a very high standard there was no evidence that there was a clear policy for handling unsatisfactory performance and capability issues

M13 Professional development is taken very seriously by the centre and is much appreciated by staff. In addition to the initial detailed trainer induction, the centre arranges two seminar days in January for all staff. These focus on professional development and quality assurance. Further developmental training meetings take place throughout the year and together with appraisals, focus on performance management and course quality.

Student administration

	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
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

M14 Student feedback was very positive about the helpfulness and approachability of staff. Customer service is highly individualised as participants have considerable contact with both trainers and support staff.

M15 Enquiry and registration procedures are well embedded, and potential participants have access to substantial advice before and during their stay. This ensures the optimisation of their course programme.

M16 The enrolment process is handled efficiently and fairly. Annual reviews by an externally recognised standardisation body, ensure that procedures are carried out both effectively and appropriately. Foreign language support is readily available and staff are able routinely to cover each other's work in this area.

Publicity

Met

M22 All publicity and information are 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.

N/a

M27 Publicity gives an accurate description of any accommodation offered.

Met

M28 Descriptions of staff qualifications are accurate.

Not met

M29 Claims to accreditation are in line with Scheme requirements.

Not met

Comments

The centre's publicity materials comprise a website, a printed brochure and a dates and fees leaflet, which is translated into French, German, Spanish, Italian, Russian and Japanese.

M28 Trainers are described as all being multilingual, which was not true at the time of the inspection. In addition, the publicity's trainer profile suggested that they do not require the TEFL qualifications specified by the Scheme.

M29 The printed brochure and website use the incorrect marque and its use does not always make it clear that accreditation does not extend to all the programmes being advertised.

Premises and resources**Premises and facilities**

Area of strength

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.

Strength

P2 Classrooms and other learning areas provide a suitable study environment.

Strength

P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.

Strength

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

P1 The school's buildings are in a very good state of repair, decoration and cleanliness and create a professional atmosphere in an attractive location. There is ample space for students outside class times.

P2 Classrooms are light and spacious and furnished in an executive style allowing students to see, hear and write in comfort.

P3 There is a very comfortable course participant lounge offering free coffee and tea. Trainers routinely accompany participants for lunch as part of the training programme.

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.	Strength
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.	Strength

Comments

P8 The centre's own resources are held on a dedicated computer drive for easy access and storage. Specific trainers are tasked with the development of materials required by participants. Ongoing efforts are made to develop and store materials to meet the developing learning and language needs of course participants.

P12 Teaching and learning resources are central to the success of courses. The policy is to review these during the January seminars in terms of their effectiveness and relevance. There was evidence to show that this process results in the development of new 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

T4 The academic manager has worked for the centre for eleven years, is appropriately qualified and has over four years' experience as the academic manager.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
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.	Met

Comments

T5 Careful consideration is given to matching trainers and course participants. Pre-course information from participants is analysed by the course director, and then the planning procedure is used to identify the most appropriate trainer. This takes into account their professional background as well as their English language teaching experience.

T7 The centre has a comprehensive cover procedure in place. In the event that a trainer is absent, the centre provides a substitute trainer, referred to as a reserve. There is at least one reserve present in the building each morning and one additional reserve, who can be called on if necessary.

T8 Continuous enrolment is well managed. Although the majority of participants follow one-week courses, an additional member of staff is required to monitor all course content for trainees remaining in class longer, to avoid any repetition.

T9 The academic manager is on site and readily available for consultation. In addition, she frequently plays a part in classroom role simulations to assist the trainer. Pop-in observations to monitor the effectiveness of participant placement at the beginning of each course also provide ongoing support and feedback.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	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.	Strength
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 The principles behind course design are made explicit to both trainers and participants. There are also clear guidelines which outline essential components and activities for every course. There are also instructions on how to tailor courses to meet individual participant's professional and linguistic needs. Sample programmes and timetables are also available to assist trainers with their planning.

T12 Course design is reviewed during every lesson, and all classroom approaches are intrinsically linked to meeting the developing needs of individual students.

T15 Teachers routinely record structured language practice activities in class. These are then shared with participants so that further speaking practice can take place after class. All participants receive a list of useful websites to help them continue learning after their course. In addition, they can enrol for further online classes at a time that suits them.

T16 Participants spend each course day with their trainers, including breaks and lunchtimes. In addition, there are evening leisure activities with trainers followed by dinner. These aspects of the course ensure participants have ample opportunity to develop their language skills outside the classroom.

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.	N/a

Comments

All criteria in this area are fully met.

Classroom observation record

Number of teachers seen	1
Number of observations	2
Parts of programme(s) observed	Morning and afternoon classes

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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 Knowledge of the grammatical systems was generally good, and there was a clear spoken model of English. Explanations of linguistic systems were sometimes imprecise and sometimes the provision of more rules would have promoted learning.

T24 The individual learner profile based on an initial needs analysis was detailed and insightful. Lesson content had been agreed with students and was appropriate for the overall course objectives. There was an emphasis on rehearsing those uses of English that the participant was going to require after leaving the course.

T25 Learning objectives were expressed in lesson plans and the sequence of activities was coherent and lead to relevant outcomes.

T26 A variety of appropriate teaching and learning techniques was used to meet course objectives and promote student engagement. There was a noticeable emphasis on rigorous speaking practice and the careful analysis of listening materials.

T27 A number of useful resources was deployed although the participant had limited resources available when making a formal presentation.

T28 The trainer regularly praised the participant's successful contributions and good encouragement was noted generally. The use of videoed feedback on the participant's presentation was very relevant. However, pronunciation errors at both segmental and suprasegmental level would have benefited from more correction and further practice.

T29 Activities were used to evaluate whether learning was taking place on an ongoing basis. However, there was insufficient checking of whether new language could be used in additional, personalised contexts after practising the original input.

T30 The trainer had an authoritative and friendly classroom presence and there was a very positive working atmosphere. Instructions were clear and the balance between trainer and participant involvement was both effective and appropriate.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was considered overall to be good. The language was generally modelled effectively and there was a good understanding of language systems, although more precision would have been helpful. Content was very suitable, lessons were coherent, teaching techniques very appropriate, and in the main, resources were used competently. Corrective feedback was satisfactory overall, although there could have been more focus on pronunciation. There were opportunities to evaluate learning and the trainer's instructions were clear with the participant being fully engaged. There was a very positive learning atmosphere in the segments 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.	Not met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	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.	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 Although building risk assessments are all in place, and there are two trained fire marshals on the staff, only one fire drill had been recorded in the last year.
W2 There is currently no comprehensive plan in place to respond to any emergency.
W3 Pastoral care provision is very good. There is a named person in place, but all staff take this aspect of their jobs very seriously. Student feedback, both written and oral, is very complimentary on the friendliness and helpfulness of the 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.	Not 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

W11 Accommodation inspection procedures are good. Detailed records of inspections and students' feedback are kept and used to inform student placement. The database uses an automatic system to alert staff when the next visit is due.
W12 Accommodation confirmation documents do not provide enough detail. For example, there is no information on the provision of towels and bed linen in residential accommodation.

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

Comments

All criteria in this area are fully met.

Accommodation: other	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met
Comments	
All criteria in this area are fully met.	

Leisure opportunities	
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.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments	
<p>W24 The content of the leisure programme is very appropriate. Students' interests in this area are sought before arrival and a flexible programme is able to respond to requests during the students' time in the school.</p> <p>W25 The leisure programme is very well resourced. The programme goes ahead if there is only one student, and the ratio of staff to students at all times is very high.</p> <p>W26 Risk assessment procedures are insufficient. This was a point to be addressed from the last inspection, and there is still a lack of detail specific to the activity as well as no system for ensuring that the documents are used by staff.</p>	

Declaration of legal and regulatory compliance	
<p>D1 The organisation certifies that it operates at all times in accordance with the declarations in the <i>Declaration of legal and regulatory compliance</i>.</p> <p>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.</p> <p>On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.</p> <p>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.</p> <p>Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.</p> <p>Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.</p>	

Comments	
D1 The items sampled were satisfactory.	

Organisation profile

Inspection history	Dates/details
First inspection	2009
Last full inspection	October 2016
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	Business communication skills training.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	Independent training Centres in Milan and Tokyo.

Private sector

Date of foundation	1965
Ownership	Name of company: Canning School Ltd Company number: 1997199
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: November (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	1	15
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	1	15
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	21+	21+
Adult programmes: typical age range	30–50	30–50
Adult programmes: typical length of stay	1 week	1 week
Adult programmes: predominant nationalities	French, Spanish, Italian, German	French, Spanish, Italian, German

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	1	7
Number teaching ELT 20 hours and over a week	1	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	1	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	7	
Total number of support staff	0	

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 academic manager was not teaching during inspection.

Teacher qualifications profile

Profile in week of inspection

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

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	0	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	0	N/a
Hotel/guesthouse	0	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	N/a
Staying in privately rented rooms/flats	0	N/a
Staying in hotel (privately booked hotel / direct booking)	1	N/a
Overall totals adults/under 18s	1	N/a
Overall total adults + under 18s	1	