

Organisation name	Centre of English Studies, Leeds
Inspection date	10–12 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.	Met

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W2 have been addressed.

Summary statement
<p>The British Council inspected and accredited Centre of English Studies Leeds 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).</p> <p>This large private language school offers courses in general and professional English for adults (18+) and young people (16+) and under 18s, and for closed groups of adults (18+) and young people (16+) and under 18s, and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, learning resources, academic staff profile, academic management, teaching, and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Centre of English Studies Leeds is one of eight schools in the Centre of English Studies (CES) Group which is owned and directed by three family members and based in Dublin.

Since the last inspection, a new academic manager has been in place since 2017.

At the time of the inspection, ten general English classes were running in the morning. In the afternoon, three general English classes and five examination preparation classes were running.

The inspection took place over two and a half days. The two inspectors held meetings with the UK director, principal, academic manager, registrar/office manager, accommodation officer, admin assistant, and the activity leader. Focus group meetings were held with students and teachers. All teachers scheduled to teach at the time of the inspection were observed. One inspector visited three homestays, two residences, overspill classrooms, and the young learners' summer centre.

Address of main site/head office

9 Park Place, Leeds LS1 2RU

Description of sites visited

The school moved into these premises in February 2013. It is centrally located on a quiet road, a few minutes' walk from the city centre. There are three floors and a basement. Ten classrooms are spread over the three floors. Staffroom, self-access centre, reception area, administrative offices and a small kitchen are located on the ground floor and a student common room on the first floor.

Four additional adult classes are located in a large office complex, Aspire, a few minutes' walk from the main building. The school has exclusive use of a self-contained section of the building on the third floor, which is accessed by a lift from the reception area. This site was not in use at the time of the inspection.

In the summer the school runs a junior summer centre at Swarthmore Education Centre. It is located a ten-minute walk from the main building. The premises occupy an older-style terrace of several properties which now form one property. The school has use of 12 classrooms. This site was not in use at the time of the inspection.

In the summer the school uses additional classrooms at Leeds City College. It is located a ten-minute walk from the main building and a two-minute walk from Swarthmore Education Centre. The school has use of 12 classrooms over two floors. Eight classrooms are used for the junior programme and four are used as overspill for the main school. This site was not in use at the time of the inspection.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input 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 general English courses year round; students can study 15 or 22.5 hours per week. Exam preparation can be added to the standard 15-hour course.

Students aged 16 and 17 can enrol on adult courses. Groups of under-18s are accepted year round.

Management profile

The school is managed by the principal, who is overseen by the UK operations manager. Administrative support is provided by the registrar/office manager, accommodation officer and an administration assistant. The academic manager is responsible for the teachers.

Accommodation profile

Accommodation is provided in homestays managed by the school and in residences managed by national providers.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of students, and in accordance with the provider's clearly stated and well-planned goals and values. Effective student administration procedures are in place. Publicity is generally satisfactory with some weaknesses in providing clear costs and description of accreditation. *Strategic and quality management* is an area of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a comfortable and professional environment. A wide range of resources for teachers is available. Students benefit from excellent facilities for independent learning. Guidance on resources is provided to both students and teachers. *Learning resources* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The well-qualified academic staff team has a professional profile appropriate to the context. Teachers receive excellent support. Courses are generally well structured to benefit the students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The students are safe and secure and provided with appropriate pastoral care though some staff were not aware of all aspects of the emergency action plan. The school offers a range of comfortable and friendly accommodation, which is well managed. The leisure programme is designed to meet the needs of the students and is varied and interesting. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school and in the leisure activities and accommodation provided. There is a clear and comprehensive safeguarding policy.

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.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
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.	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.	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.	Strength

Comments

M2 Comprehensive systems are in place to achieve objectives for the future. A company-wide strategic development plan is followed as well as a school improvement plan, based on points raised from various inspections.

M3 A very clear structure is in place, clarified by photographs of staff. There is clear evidence of good cover for key roles within the school.

M4 There is excellent communication within the school and the wider organisation. Formalised arrangements are in place to ensure that all staff participate in meetings. Staff in key roles attend regular meetings with their counterparts in the other schools. Very regular communication between school principals takes place.

M7 Comprehensive and regular reviews occur, incorporating multiple of sources of references including feedback, inspection reports, and cross-company review.

Staff management and development

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.	Strength
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 Processes for reviewing and updating job descriptions are insufficient. Some job descriptions lack relevant responsibilities.

M12 Robust and supportive appraisal systems are in place. Targets are set and linked to continuous professional development.

Student administration

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.	Strength
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

M19 Very clear and effective policies are in place on student attendance and punctuality. There was evidence of systematic follow-up of attendance and punctuality problems.

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.

Not 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.

Not met

Comments

The main medium of publicity is the website. Brochures and price lists supplement this.

M25 Course-related examination fees are not provided in the price list. These can be found on a separate website, but they are not easy to find.

M29 Out-of-date Accreditation Scheme marques were found in some publicity, banners outside the school and a window sticker.

Premises and resources**Premises and facilities**

Met

P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.

Met

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

Met

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

Met

P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.

Met

P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.

Met

P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.

Met

Comments

All criteria in this section are fully met.

Learning resources

Area of strength

P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.

Strength

P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.

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.

Strength

P11 Students receive guidance on the use of any resources provided for independent learning.

Met

P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.

Met

Comments

P7 Learning resources are very well organised and there is a wide variety, including coursebooks, supplementary material, class sets, full lesson plans and digital resources.

P8 A wide range of resources is available for teachers, including reference books, methodology books, shared digital lesson plans, materials, and in-house reports on action research.

P10 Excellent facilities for independent learning include a self-access centre and online virtual learning environment.

Teaching and learning

Academic staff profile	Area of strength
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.	Strength
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Strength
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met

Comments

T2 The teaching team has relevant ELT/TESOL qualifications. The majority of staff were TEFLQ at the time of inspection.

T3 The teaching team has good experience, both in the school and other contexts. The academic management is well aware of gaps in any skills or experience in the team and this informs CPD and targets set for teachers.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Strength
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength

Comments

T7 There are excellent arrangements in place for covering for absent teachers. There are several people on site who can provide cover and a bank of cover teachers can be called on at short notice.

T9 Teachers appreciate the very good support provided from the academic management. Support is also provided to carry out peer observations.

T10 Comprehensive observation reports are completed which include developments points. Observations play an important role in the teacher appraisal system.

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.	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.	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.	N/a
	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
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Comments

T11 Although course design is acceptable on many programmes, afternoon General English classes lack structure.

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

T18 Regular testing takes place. Progress is tracked and monitored on the virtual learning environment so students and teachers can access it.

Classroom observation record

Number of teachers seen	12
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Number of observations	12
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Parts of programme(s) observed	General English for adults and under 18s and examination preparation.
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Comments

None.

Teaching: classroom observation	Area of strength
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T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Strength
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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
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T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
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T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
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T27 Teachers promote learning by the effective management of the classroom environment and resources.	Strength
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T28 Students receive appropriate and timely feedback on their performance during the lesson.	Strength
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T29 Lessons include activities to evaluate whether learning is taking place.	Met
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T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met
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Comments

T23 Very sound knowledge and awareness of the use of English was witnessed including good work on pronunciation. Models on the board usually included stress, and, in many cases, phonemic script.

T24 Lesson content was appropriate to the student profile and took course objectives into account. However, class profiles and lesson plans were completed with varying levels of detail.

T25 Intended learning outcomes were identified and shared with the students. Occasionally, learning outcomes were confused with teaching aims or stages of lessons.

T26 Confident and consistent use of a wide range of teaching techniques including elicitation, nomination, questioning and concept checking was witnessed.

T27 Teachers demonstrated very good management of their environment including effective use of the whiteboard, manipulation of seating arrangements and some good use of audio visual equipment.

T28 In many lessons error correction was built in as an integral part of planning. Students were monitored throughout in all lessons. Peer and self correction were encouraged in many lessons.

T29 All lessons included short assessment activities to check if learning was taking place; the aim of these activities was explicit.

T30 In the majority of lessons teachers were encouraging. Activities were personalised. Pairing weak with strong students was seen.

Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from very good to satisfactory, with the majority being good or better. Teachers showed very sound knowledge of language and displayed a wide range of teaching techniques and excellent management of the classroom. Lesson planning generally showed that the learning needs of the students had been taken into account and led to relevant outcomes. Students were given excellent feedback on their performance and the opportunity to correct themselves and others. Lessons included activities to evaluate learning. A positive learning environment was witnessed.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	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 The safety and security of students is very well assured. Access to the school is tightly controlled and lanyards of different colours indicate the age and status of their wearers. There are full risk assessments that are regularly reviewed. There are regular fire drills and other actions are taken to mitigate risks.

W2 There is an extensive emergency plan but teachers were not aware of some of its advice related to off-site visits. The advice given to students to *run, hide, tell* was at variance with advice given by activity 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.	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.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W12 The required information is well covered in the letter of confirmation and in the extremely comprehensive pre-arrival handbook sent to students.

W14 The handbook for homestay hosts is exceptionally detailed and there is an annual reception at which further updates are 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 section are fully met.

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

Comments

The applicable criterion in this section is fully met.

Leisure opportunities	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 Students are very well informed about local activities through their handbook, a first day tour of the city centre pointing out galleries, museums and other places of local interest and well-maintained noticeboards. The activity co-ordinator visits all classes weekly to let students know what is current. There is also a 'wish list' noticeboard that encourages students to visit local sights and venues before they leave the city.

W24 Students were extremely positive about the content of the leisure programme. The activity leader talks about the content of the programme and possible additions to it with students during their breaks.

W26 There are comprehensive risk assessments and these are treated as live documents. A very full and detailed handbook for activity staff includes guidelines for action to be taken in unforeseen circumstances.

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

CES Leeds accepts under 18s on adult courses (16+) and on closed groups throughout the year and on junior programmes (11 to 16) at the junior summer centre. At the time of the inspection, there were five students aged 16 and 17 on adult courses.

S1 Met, but there were two safeguarding policies, one full and one abridged. In one the designated safeguarding lead was mentioned as the person to contact; in the other the name of the designated safeguarding person was given. There was no explicit mention of cover arrangements. This was remedied during the inspection and the name of the DSL is now in both versions.

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	April 2012
Last full inspection	July 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	Training centre for externally validated teacher training qualifications. CACTUS foreign language classes two evenings a week. IELTS test centre.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1979
Ownership	Name of company: Centre of English Studies Ltd Company number: 3669269
Other accreditation/inspection	ISI EAQUALS

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 but visited	Aspire, 2 Infirmary Street, Leeds LS1 2JP: used by main school throughout the year for additional classrooms. Swarthmore Education Centre, 2–7 Woodhouse Square, Leeds LS3 1AD: junior summer centre. Leeds City College, Park Lane, Leeds LS3 1AA: used by both junior centre and main school for additional classrooms in the summer.

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	96	250
Full-time ELT (15+ hours per week) aged 16–17 years	5	115
Full-time ELT (15+ hours per week) aged under 16	0	75
Part-time ELT aged 18 years and over	1	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	102	445
Junior programmes: advertised minimum age	12 (11 as part of a group)	12 (11 as part of a group)
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	N/a	Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	16–50	12–17
Adult programmes: typical length of stay	4–7 months	2 weeks
Adult programmes: predominant nationalities	Kuwaiti and Saudi Arabian	Italian

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	12	36
Number teaching ELT 20 hours and over a week	11	
Number teaching ELT under 19 hours a week	1	
Number of academic managers for eligible ELT courses	1	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	5	

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 the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	6
TEFLI qualification	6
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	12
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	20	4
Private home	0	0
Home tuition	0	0
Residential	7	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	0	1
Staying in privately rented rooms/flats	70	0
Overall totals adults/under 18s	97	5
Overall total adults + under 18s	102	