

Organisation name	Communicate School of English, Manchester
Inspection date	9–10 October 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, evidence must be submitted within three months to demonstrate that weaknesses in W1 have been addressed.

Summary statement

The British Council inspected and accredited Communicate School of English in October 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).

This private language school offers courses in general English for adults (16+) and under 18s.

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

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

Introduction

The school was first inspected and accredited in 2014. There was a routine spot check in late 2014, and a further spot check following a change of premises in 2015. A re-inspection was scheduled for June 2018, but following a request from the school, it was agreed that the re-inspection would be postponed until autumn 2018, with a spot check in June. The reason for the postponement, and the focus of the spot check, was twofold: staffing (a new director of studies had taken up post at the end of April, and several key staff were on maternity leave during June), and ownership (the founding owners of the school had recently sold it to a public limited company [plc], Malvern International, which runs schools in a number of countries, including an accredited school in London). The spot check took place in June and the sale was completed in early July. The founding owners of the school have retained positions as director/general manager and principal and there have been very few changes made to the overall management and procedures in the school since the change of ownership.

The inspection lasted a day and a half. There were meetings with the director of Malvern International, the director/general manager, the principal, the director of studies (DoS), the school office manager, and the accommodation/student support officers. There were focus groups with the teachers and the students. The six teachers were observed and one inspector visited a residence and two homestays.

Address of main site/head office

Murray House, 85 Piccadilly, Manchester M1 2DA

Description of sites visited

The school comprises the first, second and third floors of a modern, centrally located four-storey building, and is the only occupant of the building.

The entrance to the building is on the ground floor, with access from the street via an entry phone controlled at reception. A lift and two staircases provide access to the upper floors. The reception area, offices, teachers' room, and student lounge are located on the first floor, and the computer room and staff kitchen are on the second floor. A further office is on the third floor, as well as a student games room. The ten classrooms are located on all three floors.

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

Comments

The five-day or three-day a week courses are general English with some examination preparation. Any one-to-one teaching supports participation on the general programme or is provided when students cannot join a suitable group. Students aged 16 and 17 join the general programmes for adults. Separate junior courses for students aged seven to 15 are offered to students if they are living with their own families. These courses ran in July and August.

Accommodation profile

The school offers residential accommodation in a residence run by an external provider, in homestays, and in a city centre flat share.

The residence is a seven-minute walk from the school and is self-catering. Accommodation is arranged in flats of six ensuite rooms, a living area and kitchen, and communal facilities including a laundry, gym, bowling alley, karaoke and games room. Residential accommodation is for adult students only.

The school has approximately 150 homestays, no more than 45-minute travel time from the school, and uses up to 80 hosts during peak times. At the time of inspection, ten homestays were in use, two of which were hosting under 18s. The flat share was not in use at the time of the inspection. One inspector visited the residence and two

homestays.

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 the students and in accordance with the provider's very clearly stated goals, values and publicity. The structure of the organisation is well established, communication is very good and student administration is carried out very efficiently and effectively. *Strategic and quality management* and *Student administration* are areas 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 very comfortable, pleasant 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 students and staff where needed. *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 (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive a good level of support and guidance to ensure that they support students effectively in their learning. The courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Pastoral care benefits from well-resourced and managed student services, with strong policies, procedures and systems. However, some risks associated with the premises have not been adequately assessed or mitigated. The school offers a range of comfortable, friendly and conveniently located accommodation. The leisure programme is designed with the students and staff in mind and is varied and interesting. *Accommodation* 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 organisation and in the leisure activities and accommodation provided. Safeguarding provision is clearly stated through a comprehensively communicated policy. Staff are appropriately trained and demonstrate a sound awareness of safeguarding provision for students under the age of 18.

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.	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.	Met

Comments

M1 The goals and values are clear and are presented to staff during their induction and in handbooks. Staff have been asked for their input in developing the mission statement. The goals and values of the school remain relevant

and appropriate under the new ownership and managers are aware of issues and their implications within that wider organisation and the ELT sector.

M2 The short and long-term objectives and plans are very explicit and relate to the goals and values. The objectives are SMART, and their progress is carefully monitored.

M3 The structure of the organisation is well established. There are enough staff and effective cover arrangements in place. These measures have ensured continuity despite the recent changes and a considerable proportion of staff being absent on temporary leave.

M4 Communication is very effective both within the school and with the new owning company. The principal regularly attends the weekly teachers' meetings. Student services staff work in close proximity and communicate effectively informally. Communication with homestay hosts is good and includes a regular newsletter.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M11 All newly recruited staff have paid inductions. Items on the induction checklist are covered during a two-week period for teachers and there is a follow-up quiz in the teachers' handbook. Student services staff have a set induction and training period and there is also a useful manual, which sets out all the main procedures.

M13 There is continuing professional development (CPD) funding available for in-house training, attendance at external events and for external training. Individualised development plans, based on regular performance reviews, appraisals and observations, are in place for all staff.

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.	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

M14 Feedback from students is consistently good regarding the helpfulness of staff and the services they provide. Staff work closely together and can cover for each other, and additional staff are brought in at peak times. Customer service is supported by a comprehensive IT package and staff have been well trained in this and can access information easily.

M15 Comprehensive pre-course information is given by experienced staff, who remain in close contact with the students until they arrive at the school. Feedback demonstrates that students feel very well prepared for their courses and that their expectations are being met. Students receive ongoing advice during their regular tutorials during their course.

M19 Handbooks and notices posted throughout the school ensure students and staff are fully aware of the attendance and punctuality policies. The important issues of prompt attendance, such as welfare, fellow students

and learning, are made clear to students and there is clear evidence of the procedures being followed.

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.	Strength
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	

The school's publicity comprises a website and various social media sites.

M22 All publicity and information is accurate and very clearly presented. The website contains accurate descriptions and photographs of the main features of the student experience. There is also a 360-degree video tour of the school premises. Permission is sought from students before their written and video testimonials are put onto the website. The current leisure programme is on the website, with prices, and latest photographs of events are found on the website and on social media sites.

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

P1 The premises are in a very good state of repair, cleanliness and decoration. Careful consideration was given to the design of the teaching and communal areas. There are various areas for student self-study and relaxation, and ample spaces are allocated for offices and storage. A lift and two staircases service all floors.

P2 The classrooms offer ample space, good natural light and efficient heating and ventilation. The furniture is flexible and comfortable. The self-study areas are appropriately arranged, equipped and furnished.

P3 There is a spacious student lounge where students can heat and consume their own food. There are also comfortable break-out areas on each floor, as well as a student games room on the third floor.

P5 There are large and very well-presented noticeboards on each floor. Signage is very clear.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
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.	Strength
Comments	
P12 There are clear procedures, and a budget available, for the review and development of resources. Input is sought from teachers. A self-study room, equipped with eight new computers, and an online learning platform have recently been developed.	

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	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.	Strength
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
Comments	
T6 The complex timetable is designed to meet the range of requirements of the students, in terms of days and times. Students can choose a five-day or three-day course. Teachers are also able to work a timetable that suits them. The timetable is organised and managed very effectively by the DoS.	
T9 The DoS has a limited teaching timetable, which allows ample time to support the teachers. There are weekly meetings, which offer opportunities for swapping ideas and monthly in-house development sessions. The content of these sessions is based on needs identified during observations and teachers' requests. There is regular scheduling of peer observations.	
T10 New teachers are observed during their first week. All teachers are observed twice a year. An action plan is drawn up and a further 20-minute observation follows up these points. The observation notes are thorough and teachers reported how helpful they found the process.	

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	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.	Met
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Comments

T15 Emphasis is placed on study and learning strategies and the weekly schemes of work include reference to and a focus on study skills. The newly introduced online learning platform offers an additional resource, which students can use to develop their independent learning skills.

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.	Met
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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

All criteria in this area are fully met.

Classroom observation record

Number of teachers seen	6
Number of observations	7
Parts of programme(s) observed	General English and IELTS preparation

Comments

One teacher was observed twice in order to see an additional IELTS conversation practice class.

Teaching: classroom observation	Met
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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.	Met
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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.	Strength
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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.	Met
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T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
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T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
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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 Teachers generally demonstrated a sound knowledge and awareness of the use of English and its linguistic systems and provided appropriate spoken and written models. In most cases they gave clear explanations of language points and lexis.

T24 Very thorough class and individual profiles demonstrated a good understanding of learning needs. In most cases strategies were in place to deal with anticipated problems and in stronger segments individual strengths and weaknesses were identified and strategies for differentiation were in place. The content of the lessons was appropriate, of interest and often personalised.

T25 Students were aware of the learning outcomes although these were often expressed in the plans as processes. Outcomes were achieved through a coherent sequence of activities.

T26 A variety of appropriate teaching techniques was seen. These included effective elicitation, concept and instruction checking, study skills and pronunciation practice.

T27 Teachers used the overhead data projectors and tailor-made worksheets to good effect. Students enjoyed a variety of interaction patterns.

T28 In all cases, positive feedback was encouraging. In stronger segments, error correction was seen in plans, particularly delayed correction, and there was evidence of this. Self and peer correction were seen occasionally, but there were many missed opportunities for correction, especially in pronunciation.

T29 In most segments learning was evaluated by monitoring during activities and class feedback after tasks had been completed. However, it was not clear if all students had achieved the intended learning outcome before moving on to the next task.

T30 Generally students were engaged and motivated and rapport between teacher and students was very good. There was a positive learning atmosphere.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to just satisfactory with the majority being satisfactory. Teachers demonstrated a sound knowledge of the English language and provided thorough class and individual profiles, generally with strategies in place to deal with particular needs or problems. Learning outcomes were achieved through with a range of teaching techniques and effective classroom management. Students received feedback, although this was rather limited in some cases. Learning was evaluated, but not always effectively. Students enjoyed learning in a positive atmosphere.

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.	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.	Strength
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 a range of appropriate measures are in place to ensure the safety and security of students, risks associated with intruder access throughout the building, and windows without stoppers on the third floor are not identified or mitigated.

W4 Values of respect and tolerance are evident throughout the school community and in the mission statement. These values are widely displayed throughout the school and clearly expressed in policies and handbooks.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and	Strength

conditions applied by the provider with respect to the provision of accommodation services.	
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 The student residence provides comfortable rooms with ensuite bathroom and excellent facilities. Homestays are comfortable and hosts are very hospitable, taking students shopping, accompanying them into the city centre and treating them like a member of the family. All accommodation has Wi-Fi. Professional students are placed with professional hosts.	
W13 Students give initial feedback on accommodation and swift action is taken to resolve any issues. The school collates feedback to improve accommodation systems and sends annual summaries of feedback to hosts.	
W14 Hosts are fully aware of rules and terms and conditions, and receive reminders with each booking. Rules are further reinforced via reminders in emails and a monthly homestay providers' newsletter.	
W15 Hosts are responsive to students' particular preferences for food. The school provides hosts with ideas for appetising, healthy, economical meals via the homestay newsletter. Feedback from students is excellent.	
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	
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.	N/a
Comments	
All applicable 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.	Strength
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.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
W23 The school provides information via the school website, student handbook, noticeboards and announcements in class. The leisure programme includes optional activities taking place across the city. The monthly student newsletter reports on leisure activities and opportunities, encouraging students to take part.	
W25 The leisure programme is planned in consultation with the DoS, and takes students and teacher feedback into consideration. Teachers with excellent local knowledge lead activities. Students are encouraged to participate in activities through in-class announcements.	

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.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Not met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not 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.	Not 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 inspection, nine students aged 16 and 17 were enrolled on adult courses. During the peak week in July, 22 students aged 16 and 17 were enrolled. During the summer there were up to ten students aged under 16 enrolled on the English for Families course at any one time.

S2 The designated safeguarding lead (DSL) and deputy designated safeguarding lead (DDSL) have received specialist safeguarding training. All adults in contact with under 18s including homestay hosts are trained in safeguarding to at least a basic level. Staff and students regularly receive quizzes and reminders about safeguarding issues.

S3 The type or level of supervision for activities outside school hours is not made clear in the parental consent form. This point was fully addressed shortly after the inspection and the level of care and supervision is now made clear.

S4 The school's recruitment policy does not mention the policy on reference checks. Until very recently references had not been required or received from some homestays hosting under 18s. This point was fully addressed just before the inspection. The school now has appropriate references for these homestay hosts.

S7 The information that parents are required to give about living arrangements when the school does not arrange the accommodation is insufficient. The school is not able to assess the suitability of the accommodation. This point has now been addressed and the school has updated its consent and information form, to ensure that the required information is received.

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	June 2014
Last full inspection	June 2014
Subsequent spot check (if applicable)	November 2014, November 2015, June 2018
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	Malvern House London
Other related non-accredited schools/centres/affiliates	Schools in Singapore and Malaysia owned by Malvern International

Private sector

Date of foundation	2010
Ownership	Name of company: Communicate English School Ltd. Company number: 08565447
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	42	100
Full-time ELT (15+ hours per week) aged 16–17 years	8	20
Full-time ELT (15+ hours per week) aged under 16	0	10
Part-time ELT aged 18 years and over	62	50
Part-time ELT aged 16–17 years	1	2
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	113	182
Junior programmes: advertised minimum age	7	7
Junior programmes: advertised maximum age	15	15
Junior programmes: predominant nationalities	N/a	Spanish, Italian, Saudi Arabian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	17–35	16–25
Adult programmes: typical length of stay	15 weeks	4–8 weeks
Adult programmes: predominant nationalities	Spanish, Saudi Arabian, Kuwaiti, Polish	Saudi Arabian, Italian, Spanish

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	10
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	6	
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 scheduled to teach during the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	6
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
<i>Arranged by provider/agency</i>		
Homestay	9	6
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
<i>Arranged by student/family/guardian</i>		
Staying with own family	34	2
Staying in privately rented rooms/flats	55	1
Overall totals adults/under 18s	104	9
Overall total adults + under 18s	113	