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| Organisation name | Community Revival, Manchester |
| Inspection date | 15–16 February 2018 |

| Section standards | |
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| 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. | Not met |

| Recommendation |
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| We recommend that accreditation be placed under review because the section standard for safeguarding under 18s was not met. The period of review to be ended by a spot check in summer 2018 focusing on safeguarding under 18s, and weaknesses in publicity and course design. |

| Summary statement |
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| The summary statement has been withdrawn and should not be used. |

Introduction

The school was founded in 2006. It is a not-for-profit organisation and as such does not have owners. There are two directors, the principal and the director of studies (DoS), who jointly run the school. They are both deeply involved in their local community, and work in partnership with other organisations, colleges and government agencies to meet its needs.

At the time of the inspection, the school was offering courses in general English and ESOL classes. The development of an IELTS preparation course is intended to develop the recruitment of private sector students from outside the European Union. Publicly funded courses remain the mainstay of the school's work (75%).

The inspection lasted for one and a half days. Meetings were held with the principal, the DoS, the centre co-ordinator, the member of staff providing learning and pastoral support, a volunteer and members of the administrative team. All teachers timetabled during the inspection were observed. Separate student and teacher focus groups were held.

Address of main site/head office

2 Selbourne Road, Chorlton, Manchester M21 0BL

Description of sites visited

The premises consist of two floors above a restaurant, situated on the corner of a residential road and the main road into Chorlton, a suburb of Manchester. The entrance, used only by the school, leads to a vestibule with access to a lift and stairs, which lead to the first and second floors. The first floor provides a reception area, offices, a staff room, toilets, an ICT suite, three classrooms, and another room which can be used as a creche or classroom. There are three further classrooms, a toilet and a student room on the second floor.

| 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 type="checkbox"/> | <input type="checkbox"/> | <input checked="" 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 checked="" 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

In the last 12 months, approximately 60 per cent of students were booked onto ESOL courses and 40 per cent onto general English courses. Community Revival delivers ESOL courses in up to ten venues across the Manchester area but general English courses are only available at the Selbourne Road building. Two small groups of under 18s, aged between six and 13, attended a vacation course for juniors, held on the school premises in the summer of 2017. No other under 18s have been taught in the school in the past 12 months and the inspectors were informed that the school is no longer offering general English to under 18s although this has not been officially notified to the Accreditation Unit and contradicts the information in publicity.

Accommodation profile

No accommodation is provided by the school.

Summary of inspection findings

Management

The provision meets the section standard. Strategic management is well executed and staff management is satisfactory. Student administration is carried out with sensitivity. Although student records are up to date, they are not accessible to authorised staff at all times. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The environment fully supports and enhances the studies of students enrolled with the provider, and offers an appropriate professional environment for staff. Resources for teachers are good, but students do not have appropriate access to coursebooks.

Teaching and learning

Overall the provision meets the section standard and exceeds it in some respects. The academic staff profile and academic management are satisfactory. The teaching observed met the requirements of the Scheme, and was overall of a high standard. *Teaching* is an area of strength. There is a need for improvement in *Course design*.

Welfare and student services

The provision meets the section standard. The needs of students for security, pastoral care and leisure activities are well met. Information for students is not always available or easily accessible.

Safeguarding under 18s

The provision does not meet the section standard. Provision for the safeguarding of students under 18 within the organisation is inappropriate, with omissions in the safeguarding policy and inadequate training of the deputy DSL. The school ran a summer school for under 18s in July and August 2017. However, there were no students under 18 at the time of the inspection and it was unclear if bookings for under 18s would be accepted in future.

Evidence

Management

| Strategic and quality management | Met |
|--|----------|
| M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff. | 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. | 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 organisation plan is clear and detailed. It demonstrates that managers both understand and can articulate the goals and values of the organisation and its place in the local community.

M4 Communication within the school is very good. As well as regular formal meetings, which are minuted, there is also significant informal communication among and between staff and management. The organisation has many links and partnerships with voluntary and public bodies, which require ongoing communication. This is carried out efficiently and effectively.

| Staff management and development | Met |
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| 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. | Strength |
| M12 There are effective procedures for monitoring and appraising all staff, and for | Met |

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| handling unsatisfactory performance or conduct. These procedures are made known to all staff. | |
| 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 Job descriptions are available for all roles. However, the duties specified do not always accurately reflect the responsibilities of the post holders and are in need of updating. There is no established process for review and updating. The DoS job description does not make reference to his designated safeguarding lead role.

M11 There is a thorough induction process for all staff including volunteers. Induction includes opportunities for observing and shadowing colleagues. At the time of the inspection, a new volunteer was observing the ESOL programme in preparation for undertaking ELT training in the near future.

| Student administration | Met |
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| 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. | Not 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. | Not 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

M17 General English student records are kept in paper form only until after course completion when they are transferred to an electronic spreadsheet. As a result, during the course, access to information is limited and there is no back-up.

M18 Although paper records were complete and up to date, these cannot be accessed remotely.

M19 Attendance is monitored effectively and sympathetically, taking into account the family commitments and parental duties that many of the locally based students have. The provision of a free creche removes a significant barrier to school attendance. At the time of the inspection, around 75% of the students were making use of this service. Records sampled showed that the absence policy and procedures were applied when necessary.

| Publicity | Need for improvement |
|--|----------------------|
| M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources. | Met |
| M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English. | Met |
| M24 Publicity gives clear, accurate and easy-to-find information on the courses. | Not met |
| M25 Publicity includes clear, accurate and easy-to-find information on costs. | 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. | Not met |
| M27 Publicity gives an accurate description of any accommodation offered. | N/a |
| M28 Descriptions of staff qualifications are accurate. | Met |
| M29 Claims to accreditation are in line with Scheme requirements. | Not met |

Comments

There is a website and an A5 paper brochure produced in house. The primary publicity is considered to be the paper brochure which can be used in conjunction with some additional A5 flyers.

M22 The four-sided paper brochure has very little information about the general English classes. While the

hardcopy brochure has a realistic, if basic, description of services, the website refers to 'embedded computer studies' and 'online learning', neither of which were in evidence in the lessons observed or in the course documentation. Other information available on the website is reasonably accurate and easy to navigate.

M24 Objectives and levels of courses, minimum enrolment age and maximum class size are not provided in the paper brochure.

M25 The information required is not available in the brochure and only partial information is specified on the website. There is no reference to the costs of teaching materials or of elements of the leisure programme not included in the course fees.

M26 There is no statement of pastoral care and support given to any students under 18.

M29 The Accreditation Scheme marque is not used in line with requirements. The school should ensure the marque is only used on pages relating to eligible provision.

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. | Strength |
| 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. | Strength |
| 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 | |
| P2 There are enough classrooms to accommodate numbers of students at peak times and additional rooms are available for smaller groups or individual tuition. All classrooms benefit from good natural light. All the chairs are comfortable and the variety of work tables facilitates various configurations to suit the differing size and purpose of groups. | |
| P4 The student lounge has free tea and coffee-making facilities, a microwave, a fridge and a sink. There is a range of cafes and food outlets nearby. | |

| Learning resources | Met |
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| P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered. | Not met |
| P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised. | Met |
| P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning. | Met |
| P10 Any facilities provided for additional or independent learning are appropriately equipped and organised. | N/a |
| P11 Students receive guidance on the use of any resources provided for independent learning. | N/a |
| P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation. | Met |
| Comments | |
| P7 Lesson observations revealed that classes were heavily dependent on photocopies from coursebooks and because there were insufficient coursebooks. Students studying for more than six months receive a free coursebook but, as many of the students study for up to 12 weeks only, they do not qualify for a free book. To cater for the mixed level and continuous enrolment of students, teachers use photocopies of supplementary materials. While this addresses the need to offer differentiated activities it also means students often collect uncoordinated photocopies from several different sources. | |

Teaching and learning

Report expires 31 March 2023

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| 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 |

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| Comments | |
| T1 One teacher required a rationale which was accepted in the context of this inspection. The rationale demonstrated that the teacher had extensive career experience relevant to this role. | |
| T4 The academic management team is made up of two people, the DoS and the academic support teacher. The current academic support teacher has only been in post for a few months and is covering for the permanent academic support teacher, who is on secondment to another Community Revival ESOL site in Manchester. She is due to return in March 2018. The overall academic management team profile meets Scheme requirements: the DoS has extensive educational management experience but is not TEFLQ. However, both of the academic support teachers are TEFLQ. | |

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| Academic management | Met |
| T5 Teachers are matched appropriately to courses. | Met |
| T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms. | Met |
| T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers. | Met |
| T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected. | Not met |
| T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers. | Met |
| T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager. | Met |

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| Comments | |
| T8 All students have an individual learning plan (ILP) which helps to minimise any negative impacts of the continuous enrolment system. However, the very limited course design (T11) takes no account of continuous enrolment. | |
| T9 The current teachers, who have been in post for some time, are very experienced. In the event of less experienced teachers joining the team, support arrangements would need reviewing. | |
| T10 Academic observations are completed once a year. The two current teachers had both been observed by the permanent academic support teacher, currently on secondment, within the last year. | |

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| Course design and implementation | Need for improvement |
| T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance. | Not met |
| T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students. | 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. | Strength |
| T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course. | Not met |
| T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK. | Not met |

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| Comments | |
| T11 The coursebook provides a basis for course design but there is no clear rationale for the course structure. The | |

experienced teachers use their knowledge of the students' needs and familiarity with supplementary materials to produce a relatively balanced programme.

T12 Coursebooks are reviewed annually. Teachers' requests for books are received positively.

T13 Written course outlines are not provided but students have an ILP which is reviewed regularly. The individual learning plans set out the language areas and learning objectives to be focused on week by week.

T14 At least once a term, students go out of school on specific class visits to practise newly covered functional skills. These popular visits give students the confidence to use their English outside the classroom.

T15 The absence of a course design means there is no specific guidance on study and learning strategies. Only full-time students, if they are using a coursebook that includes strategies, may receive some guidance.

T16 No specific strategies are included in the course design to help students develop their language skills outside the classroom.

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| 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. | Strength |
| T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians. | Met |
| T22 Students wishing to progress to mainstream UK education have access to relevant information and advice. | Met |

Comments

T19 Students receive very good support both through their ILPs and through individual attention from their teachers. The limited number of classes available means that changes are rare and the range of levels in any one class is wide.

T20 The school's close connection with other training groups across Manchester means that advice and access to information about additional employment, training and examinations is readily available.

Classroom observation record

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| Number of teachers seen | 2 |
| Number of observations | 4 |
| Parts of programme(s) observed | All general English classes. |

Comments

None.

| Teaching: classroom observation | Area of strength |
|---|-------------------------|
| 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. | Strength |
| 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

T24 Class profiles and lesson content showed a clear understanding of students' needs and sensitivity to their learning requirements.

T26 The lessons observed displayed a confident and consistent use of a range of techniques being used, including elicitation, prompting and checking meaning of language.

T28 Teachers monitored students' language use appropriately and used different correction techniques effectively: student self-correction, student to student and delayed correction.

T30 Teachers demonstrated a high level of awareness of and cultural sensitivity to their learners. There was a good balance of language input, practice and student interaction. Pacing was invariably appropriate.

Classroom observation summary

The teaching observed met the requirements of the Scheme and was of a high standard overall. Planning was thorough and took full account of students' needs and learning requirements. Appropriate materials were used effectively and a wide range of teaching techniques was observed. Feedback and correction were handled very well and there was a positive atmosphere in all classes.

Welfare and student services

| Care of students | Met |
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| W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location. | Met |
| W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students. | Not met |
| W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems. | 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. | Not met |

Comments

W2 Although there is a plan, details are not shared with all staff.

W3 Pastoral care is at the heart of the organisation's activities. All staff see this care as their responsibility, with a named person leading pastoral provision. Pastoral care is an integral part of tutorials.

W4 Although the policies and procedures included in the student handbook are not always written in language that is accessible to students, the notices on student noticeboards are attractively designed, making the information more accessible.

W8 There is insufficient information about students' rights to NHS medical and dental treatment.

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

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| services. | |
| W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have. | N/a |
| Comments | |
| None. | |

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| <i>Accommodation: homestay only</i> | |
| W16 Homestay hosts accommodate no more than four students at one time. | N/a |
| 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. | N/a |
| W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing. | N/a |
| W19 English is the language of communication within the homestay home. | N/a |
| W20 Hosts ensure that there is an adult available to receive students on first arrival. | N/a |
| Comments | |
| None. | |

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| <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 | |
| None. | |

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| 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. | Met |
| W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities. | Not met |
| W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training. | Met |
| Comments | |
| W24 The programme is very well suited to students who are already living in the community but who may need to develop their confidence to integrate further in the community, with trips to local shops, museums and cafes. W26 Although risk assessments have been written for all activities, they do not include any reference to the need for first aid provision. | |

Safeguarding under 18s

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| Safeguarding under 18s | |
| S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations. | Not met |
| S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation. | Not met |
| S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent. | Not met |
| S4 Recruitment procedures for all roles involving responsibility for or substantial access to | Not met |

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| under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy. | |
| 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

At the time of the inspection, there were no under 18s in the school. The inspectors had been informed of a decision to stop taking under 18s, although this decision had not officially been notified to the Accreditation Unit and the annual declaration declared the minimum age to be 12. The school ran a summer school for under 18s in July and August 2017, which two small groups attended. The first group, with ages ranging from six to 13, stayed for between two and four weeks; the second group, with ages ranging from 12 to 16, stayed for three weeks. All the students came from the same country and all were accompanied by adult relatives. These relatives found accommodation with or through their own family members, who live in the local community. They accompanied the students to and from school every day and on every activity arranged by the school.

S1 The safeguarding policy provides limited guidance on handling delayed suitability checks. There is no information on recognising abuse.

S2 The member of staff who provides cover for the DSL – whose name is not mentioned in the safeguarding policy – has not received advanced safeguarding training.

S3 The school does not provide or receive written parental/guardian consent forms describing the level of care and support given to students.

S4 Reference requests do not include an enquiry about the applicant's suitability to work with under 18s.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations.

- Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.
- On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.
- Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.
- Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.
- Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 Sampling identified the following issue: high use of photocopies which may infringe copyright regulations. The school should seek further advice from the relevant regulatory body.

Organisation profile

| Inspection history | Dates/details |
|--|---------------------------------------|
| First inspection | September 2010 |
| Last full inspection | September 2014 |
| Subsequent spot check (if applicable) | N/a |
| Subsequent supplementary check (if applicable) | N/a |
| Subsequent interim visit (if applicable) | N/a |
| Current accreditation status | Accredited |
| Other related non-accredited activities (in brief) at this | Employability, and management courses |

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| centre | |
| Other related accredited schools/centres/affiliates | N/a |
| Other related non-accredited schools/centres/affiliates | N/a |

Private sector

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|--------------------------------|---|
| Date of foundation | January 2006 |
| Ownership | Name of company: Community Revival UK Ltd Company number: 05674292 |
| Other accreditation/inspection | ISI |

Premises profile

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| 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: October (organisation's estimate) |
|--|---------------|--|
| ELT/ESOL students (eligible courses) | At inspection | In peak week |
| Full-time ELT (15+ hours per week) 18 years and over | 13 | 18 |
| 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 | 13 | 18 |
| Junior programmes: advertised minimum age | 12 | 12 |
| Junior programmes: advertised maximum age | 17 | 17 |
| Junior programmes: predominant nationalities | Saudi | Saudi |
| Adult programmes: advertised minimum age | 18+ | 18+ |
| Adult programmes: typical age range | 21–61 | 18–65 |
| Adult programmes: typical length of stay | 6 months | 6 months |
| Adult programmes: predominant nationalities | Saudi | Saudi |

Staff profile

| | At inspection | In peak week (organisation's estimate) |
|--|---------------|---|
| Total number of teachers on eligible ELT courses | 2 | 4 |
| Number teaching ELT 20 hours and over a week | 2 | |
| Number teaching ELT under 19 hours a week | 0 | |
| Number of academic managers for eligible ELT courses | 1 | 1 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 3 | |
| 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 | 1 |
| Total | 2 |
| Comments | |

The academic support teaches 15 hours per week and the DoS has no teaching commitments.

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 | 1 |
| 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 | N/a | N/a |
| Private home | N/a | N/a |
| Home tuition | N/a | N/a |
| Residential | N/a | N/a |
| Hotel/guesthouse | N/a | N/a |
| Independent self-catering e.g. flats, bedsits, student houses | N/a | N/a |
| <i>Arranged by student/family/guardian</i> | | |
| Staying with own family | 0 | 0 |
| Staying in privately rented rooms/flats | 13 | 0 |
| | | |
| Overall totals adults/under 18s | 13 | 0 |
| Overall total adults + under 18s | 13 | |