

Organisation name	Docklands Academy, London
Inspection date	6–7 August 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.	Not met

Recommendation
We recommend that accreditation be placed under review because the section standard for safeguarding under 18s was not met and there were weaknesses in M18 and M26. The period of review to be ended by the submission of an action plan within three months and a spot check within six months.

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The summary statement has been withdrawn and should not be used.

Introduction

Docklands Academy, London (DAL) was set up in 2011 by the owner of a number of restaurants and cafés in central London. DAL is a not-for-profit limited company offering HNC and HND courses in hospitality management and tourism management. There are plans to introduce business management courses next year. The academy also arranges paid work placements for its students in the company's restaurants. At the time of the inspection no higher education (HE) courses were being taught.

DAL also offers general English courses for adults (16+) year round. See Course profile for the range of options available.

In 2017 DAL informed the Accreditation Unit that it had plans to run general English courses for 163 Chinese students, of whom 82 students were under 18. DAL developed the course programme and provided the teachers and the classrooms, while homestay accommodation and the leisure programme was organised by a Chinese partner agency. A spot check took place in July 2017, focusing on the provision for under 18s; this was found to be appropriate.

This year a smaller group of 17 Chinese students, aged nine to 13 years, followed a nine-hour general English course over three days. The first day of this course coincided with the first day of the inspection. Students were taught in two closed groups. As before, the school provided teachers and classrooms, while the Chinese partner agency organised homestay accommodation and a leisure programme.

The academic head has responsibility for both the HE and the English courses. The English department has three full-time teachers and one regularly employed temporary teacher. One teacher also teaches on the HE courses. One of the teachers of the junior closed group had previously taught a similar junior group, the other was recruited through a teacher employment agency. See comment under M10.

The inspection lasted for one and a half days. Meetings were held with the principal, the academic head, the head of administration, the marketing manager, the finance manager, the welfare and accommodation officer, and the social programme co-ordinator, who was also one of the teachers. Focus groups meetings were held with the teachers, a group of adult students, a group of Chinese junior students, and the Chinese group leaders. One inspector visited the residence used by the school. All six teachers were observed.

Address of main site/head office

11 Selsdon Way, City Harbour, London E14 9GL

Description of sites visited

The school is located in a modern commercial property in the Docklands area of east London, close to the Canary Wharf financial district. On the ground floor, there is a reception desk, an IT suite, and three classrooms. On the first floor there is a large conference hall used by the HE students, a classroom and offices. On the second floor there is a library and study area used mainly by the HE students, a classroom, offices, a boardroom and staff kitchen. The lower ground floor has two classrooms and a cafeteria with comfortable seating. There is step-free access to this floor from the street outside. The building has a lift but this is not currently in operation.

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 checked="" 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 English department offer adult students (16+) a general English programme of 15 or 21 hours per week. The 15-hour programme runs every morning. The maximum class size is 15 students, although the actual class sizes at the time of the inspection ranged from four to eight students. Students on the 21-hour programme take two additional three-hour afternoon classes in either IELTS preparation or listening and speaking. It is also possible for

students to enrol on a part-time programme of six hours per week, by following the afternoon option programme only.

Closed group junior vacation courses are tailored to the requirements of each group.

Accommodation profile

All homestay accommodation is organised by three agencies registered with the British Council. A commercial residence is also used. A UK-based company with branches in China has chosen a local accommodation agency, not registered with the British Council, for the closed group of 17 Chinese students under the age of 18.

Summary of inspection findings

Management

The provision meets the section standard. The organisation is effectively managed by the principal and the academic head, who are well supported by the board of governance. Quality control procedures are in place, but require further development. Staff management and student administration are both well managed. Some aspects of publicity need to be improved in order fully to meet Scheme requirements. There is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard. The premises provide a comfortable and professional working environment for both staff and students. Classrooms are of a reasonable size and are well furnished and equipped. There are good facilities for student relaxation. Teaching resources for both adult and junior courses are suitable and are readily accessible.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. Teachers are suitably qualified and experienced to teach the range of courses offered, and are well supported by the academic head. Feedback from lesson observations is of a good standard. Programmes of learning are well designed and are closely linked to students' own learning objectives. The teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

Welfare and student services

The provision meets the section standard. Generally the care of students is good and homestay and residential accommodation is of a good standard overall. However, fire drills are not held regularly enough in the school or in the residential accommodation. The leisure programme offers students a range of varied and interesting events and is well organised.

Safeguarding under 18s

The provision does not meet the section standard. The school is very aware of the importance of safeguarding under 18s, but does not have all the necessary policies and procedures in place, particularly in regard to staff safeguarding training, recruitment and next of kin contact details. There is a need for improvement in *Safeguarding under 18s*.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	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.	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.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Not 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	
M2 A five-year strategic plan for the period 2015–2020 for development of aspects of the institute’s activities is in place. This is currently being updated with input from all stakeholders.	
M5 At the placement interview with the academic head, students are encouraged to report any problems and there is also a new online student survey form. However, there is no formal system for collecting initial feedback from students. Results from end-of-course questionnaires are tabulated and a summary is included in the academic head’s annual report to the board of governance. However, there is little evidence that specific issues are consistently followed up and there is no record of action taken.	
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.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met
Comments	
M10 Overall, effective procedures for recruitment of staff are in place. In the case of the teacher recruited from an agency, the academic head had obtained from the agency copies of certificates and evidence of suitability checks being carried out. However, sampling of staff files showed that records of references for some teachers were incomplete.	
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.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Not met
Comments	
M15 The application form includes an option to enrol on a general English programme of 25 hours per week. However, this course is no longer available.	
M18 On arrival students complete a form with their local address and emergency contact details. Most of this information is transferred to a spreadsheet to which the emergency phone holder has remote access. However, the name of the student’s next of kin is not included on the spreadsheet.	
M21 An appropriate complaints procedure is clearly set out. However, there is no complaints log and no system for recording action taken in response to complaints.	
Publicity	
M22 All publicity and information is accurate, and gives rise to realistic expectations about	Met

the premises, location, and the extent and availability of the services and resources.	
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.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The publicity consists of a website and flyers for distribution at education fairs.

M23 Some parts of the terms and conditions are not written in accessible English.

M24 Overall, the publicity gives accurate information about the courses offered. However, objectives and levels are not described in sufficient detail. Also, the information about the number of hours' tuition on examination courses is inaccurate. This is given as 3–15 hours per week, when the actual length of these courses is six hours per week. The minimum age for the junior closed groups is given as ten years. One student in the Chinese group was nine years old.

M25 There is no indication of the cost of leisure activities not included in the course fees.

M26 There is insufficient detail about the level of care provided for students aged 16 and 17 years following the adult courses. The publicity does not state that students are unsupervised outside lessons or travelling between accommodation and the school and does not set out procedures for obtaining parental consent.

M29 The Accreditation Scheme marque on one of the flyers is not in line with Scheme requirements.

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.	Strength
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.	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

P1 Offices, classrooms and public areas are very well maintained and are cleaned to a high standard. Students and staff benefit from a professional and comfortable environment. The reception is stylishly decorated and welcoming.

P2 Classrooms can comfortably accommodate the maximum number of students and have modern, flexible furniture. At the time of the inspection some rooms were uncomfortably hot. Information projected from the computer is difficult to read in some classrooms.

P4 The cafeteria in the basement is attractively presented. There is plenty of space and comfortable furniture. Food from the company's restaurants is available at reasonable prices. There is also a wide selection of cafés and food outlets close to the school.

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	N/a

equipped and organised.	
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	
All criteria in this area are fully met.	

Teaching and learning

Academic staff profile	Met
T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.	Met
T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.	Met
T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.	Met
T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
Comments	
All criteria in this area are fully met.	

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for 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.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
Comments	

T6 Juniors are taught in the two basement classrooms, away from the adult students on the upper floors. The juniors have exclusive use of the cafeteria for relaxation during breaks.

T10 Observations are carried out by the academic head at least once per year, sometimes more frequently. Records of observations sampled indicated that feedback was very detailed and constructive. Teachers commented positively on the usefulness of the formal observations and the peer observation programme.

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.	Strength
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.	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.	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

Comments

T11 The syllabus at each level is based on the units of a published coursebook. Students also complete a needs analysis form every four weeks, so that their needs can be included in the course. Specific language points are highlighted, but teachers are expected to use authentic materials to present and practise these points, rather than rely on coursebook presentations and exercises.

Learner management

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

Comments

T21 Academic reports are only provided on request for sponsors. These detailed reports include placement scores, progress test results, evaluation of progress and comments from the teacher and academic head.

Classroom observation record

Number of teachers seen	Six
Number of observations	Six
Parts of programme(s) observed	Adult general English morning classes and junior closed group courses. Afternoon IELTS preparation and listening/speaking classes could not be observed as they were not being taught during the inspection.

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.	Strength
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

T23 Teachers were able to model language effectively and accurately. Teachers were careful to present idiomatic, authentic language where possible. Some teachers used the phonemic script effectively to support the teaching of pronunciation. Teachers were able to simplify their language in order to facilitate understanding. There were a few examples of distorted pronunciation of vocabulary.

T24 Detailed lesson plans set out communicative and linguistic aims, with input from students on the real-life situations they wished to cover. Authentic materials, for example, video clips, were used effectively to provide relevant language input and to engage students' interest. Plans included differentiated tasks to take account of students' varying language skills. The junior programme was based on daily themes agreed in advance with the

Chinese agency.

T25 Lessons were carefully staged, enabling students to achieve the agreed aims and learning objectives. In one of the junior classes parents were assisting students with activities. They spoke Chinese to the students and this meant that students did not always achieve the intended outcomes.

T26 A good range of techniques was observed including elicitation, nomination, detailed preparation for authentic listening activities and teachers modelling various styles of telephone language. Juniors were actively engaged in drawing activities to consolidate vocabulary.

T27 The data projectors were used confidently in most lessons. Students were encouraged to use their phones to find out information, where appropriate. Board work was mostly neat and in some cases colour was used effectively. There was good use of visuals to support learning.

T28 Teachers had a good range of correction techniques, including students correcting each other and self-correcting. Teachers monitored students closely during speaking activities and provided unobtrusive support and correction. There was good attention to pronunciation in many segments.

T30 There was a positive learning atmosphere in both adult and junior classes. Students were actively engaged in challenging activities relevant to their learning needs. Students in focus groups confirmed that teachers were friendly and helpful and felt they had made good progress with their English.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with the large majority of segments being of a good standard. Teachers had sound knowledge of the linguistic systems of English and were able to model and explain language effectively. There was a strong focus on teaching language relevant to students' needs in a genuinely communicative context. A good range of teaching techniques was observed in both adult and junior courses and educational technology was competently used. Teachers were well able to engage and motivate their students and to meet their learning needs.

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.	Not 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.	Strength
Comments	

W1 Most of the required measures to ensure the safety and security of students are in place. These include detailed premises risk assessments, and a biometric identity check in reception for staff and students. There are trained fire marshalls and external agencies inspect the fire safety equipment and evacuation procedures. However, the fact that the student body is constantly changing has not been taken into consideration and fire drills are not conducted more than once a year.

W4 School polices promote tolerance, respect and British values, and cover procedures for dealing with abusive behaviour. These have been simplified to some extent in the student handbook, but much of the language is still inaccessible to students at B1 level of the CEFR. Four members of staff have had Prevent training, and this has been a topic in CPD sessions for all staff. However, a Prevent risk assessment has not yet been developed.

W8 Students are given clear information about health care provision and their rights through the NHS. The administrative assistant with responsibility for student welfare helps students to book appointments with a GP or the nearby health centre and accompanies them if necessary. On the parental consent form parents give the school information about the student's mental and physical health.

Accommodation (W9–W22 as applicable)

Met

All accommodation	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Not 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.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
<p>W10 Students in the residence are responsible for cleaning all the rooms in their flat: bedroom, bathroom and kitchen. However, they are not given cleaning materials. The laundry room does not contain enough washing machines for the number of students, with the result that at weekends students have to queue and wait for a machine.</p> <p>W11 The commercial residence is inspected formally by school staff three or four times a year and informally when students are collected from the airport and taken to their accommodation. A comprehensive check list is used for the formal inspection, but the fact that there is only one fire drill each year had not been noted.</p> <p>W13 As student numbers are currently not high, the school's informal approach to initial feedback is satisfactory. The two staff who deal with accommodation are introduced to students at induction; they are very responsive to students' complaints and problems and liaise with the agency and residence staff to ensure prompt action is taken. Action taken is recorded.</p>	
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.	Met
Comments	
All criteria in this area are fully met.	
Leisure opportunities	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	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 Very full Information about free leisure opportunities in London is given in the student handbook. In addition to attractive noticeboard displays, the social programme organiser visits classes each week to tell students his plans for the coming week and to listen to any further suggestions they may have. The monthly leisure programme calendar is on the website and photographs of previous events are on social media platforms.

W25 The social programme organiser is also a teacher. He is responsible for leading all activities and trips; if he should be absent there is adequate cover available. In the case of inclement weather, plans can easily be changed, as was seen during the inspection.

W26 Detailed venue specific risk assessments have been produced. However, they do not include a section where the activity leader can comment on any other risks which were noted.

Safeguarding under 18s

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.	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.	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.	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.	Not met

Comments

The school accepts students aged 16+ on adult courses. There were six students aged 16/17 at the time of the inspection out of a total of 25 adult students. The maximum number of 16/17 year-olds studying at the same time this year has been seven. A separate three-day course (mornings only) for a closed group of 17 Chinese students under 16 was running at the time of the inspection. In the summer of 2017 there were four closed groups of Chinese students. Each group stayed for one week. The group numbers were 40, 35, 41 and 39.

S2 The designated safeguarding lead and the two safeguarding officers have had specialist safeguarding training. Safeguarding information is included in inductions and CPD sessions, but certificated basic awareness training has not been undertaken by all members of staff. The Chinese group leaders were given a simple information sheet outlining the school's duty of care and their responsibilities.

S4 All staff have up-to-date suitability checks and the Chinese group leaders have provided evidence that they have been police checked and cleared. Reference requests ask about the applicant's suitability to work with students under 18, but in some cases only one reference was on file. See comment under M10.

S7 Homestay accommodation for the closed Chinese group was arranged by the UK-based company and was provided by an agency not registered with the British Council. Checks on the accommodation had been carried out by school staff. The students were extremely happy with their hosts.

S8 Parents and legal guardians are given the school's number, which can be used outside opening hours. Paper records of students' next of kin details are kept, but this information is not transferred to the student information spreadsheet and therefore cannot be accessed remotely. See comment under M18.

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	October 2014
Last full inspection	October 2014
Subsequent spot check (if applicable)	February 2016 and July 2017
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	HNC and HND programmes in Hospitality Management and Travel and Tourism Management
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2011
Ownership	Name of company: Simply Alliance Limited Company number: 06999859
Other accreditation/inspection	BAC

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile

	At inspection	In peak week: August (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	19	19
Full-time ELT (15+ hours per week) aged 16–17 years	6	6
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	17	17
Overall total ELT/ESOL students shown above	42	42
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	15	15
Junior programmes: predominant nationalities	Chinese	Chinese
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–25	18–25
Adult programmes: typical length of stay	8 weeks	8 weeks
Adult programmes: predominant nationalities	Turkish, Italian	Turkish, Italian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	6
Number teaching ELT 20 hours and over a week	3	
Number teaching ELT under 19 hours a week	3	
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	2	

Academic manager qualifications profile

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

None.

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 (includes 17 Chinese junior students in homestays organised independently by Chinese agent)	1	18
Private home	0	0
Home tuition	0	0
Residential	7	2
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	11	3
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	19	23
Overall total adults + under 18s	42	