

Organisation name	EC Manchester
Inspection date	4–5 October 2022

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 W26, S3 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited EC Manchester in October 2022. 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 (18+) and young people (16+).

Strengths were noted in the areas of strategic and quality management, staff management, premises and facilities, learning resources, academic staff profile, academic management, course design, learner management, care of students, and accommodation.

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

Introduction

EC Manchester is part of the EC group of schools, which has language schools in the UK and overseas. Its first school opened in Malta in 1991, where it has its operational headquarters. EC Manchester opened in May 2014, and obtained full accreditation in July 2015. The last inspection took place in 2017. This inspection is part of an inspection of all the UK EC schools and of the UK head office in London.

The school is based in central Manchester and offers courses mostly for students aged 16 and over. Most students book from overseas through agents or education tour operators.

Since the last inspection, the management structure of the school has changed with the director of studies role being absorbed into the centre manager (CM) position, and the student services manager role and responsibilities being taken by the assistant director of studies (ADOS).

This hybrid inspection lasted two days, with two inspectors visiting the school for one day and working remotely on the second day. The inspectors talked to the CM and the ADOS. One inspector conducted a virtual tour of a student residence and spoke to a representative of the residence management company. In addition, they had a conversation with the British Council registered homestay accommodation agency that the school works with. Seven out of the eight teachers timetabled to teach during the week of the inspection were observed.

Address of main site/head office

Boulton House, 17–21 Chorlton Street, Manchester M1 3HY

Description of sites visited/observed

The school is located in the centre of Manchester and occupies the ground floor of a modern building. Upon entering the main building, the school has its own entrance door which leads to the reception and student lounge area. The school building also comprises a library, a staffroom, offices for the management and student services teams and nine classrooms, one of which doubles as a computer room. There are male and female toilet facilities.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input 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 majority of courses run are general English courses for groups, with occasional one-to-one courses. A significant number of general English students stay for an academic semester or an academic year. All students attend a minimum 15 hours of lessons a week, with three mornings of core lessons, and two mornings of skills lessons. Intensive students attend an extra seven and a half hours of special focus classes, held in the early afternoon, where they can choose from a range of topics – for example, Exam skills or Speaking with confidence. All students use the MyEC digital learning platform to complement their courses.

Management profile

The school is managed by the CM and the ADOS with additional support and oversight from the EC head office. The CM leads on most areas of management, academics, welfare and safeguarding, while the ADOS takes a lead on leisure and accommodation.

Accommodation profile

The school offers homestay accommodation, which for the most part is provided by an agency registered with the British Council. The school has one homestay of their own. The school also has allocations in two residences. One offers studio accommodation and the other offers en-suite bedrooms in shared flats. Under 18s are accommodated in homestays with half board.

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 and values, and their publicity. The structure of the organisation is well established, communication is very good, student administration is carried out appropriately, and staff management is highly effective. *Strategic and quality management* and *Staff management* 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 very good range of physical learning resources is available, as well as a very well-used digital learning platform. Guidance on the use of these resources is provided for students and staff where needed. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has qualifications appropriate to the context, with skills and experience very well-matched to courses and students. Course design is coherent and provides a very good framework for learning. Teachers receive excellent support, and the courses and learners are managed to provide excellent benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile*, *Academic management*, *Course design* and *Learner management* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision meets the needs of the students for security, pastoral care, information, and leisure activities. Students receive a very good level of care and benefit from well-managed student services, including out-of-class activities and suitable accommodation. *Care of students* and *Accommodation* are areas 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 any leisure activities or accommodation provided.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Strength
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M1 There is a clear well-established mission statement which is visible throughout the school and made known to students and staff. In addition, the organisation has developed a new set of values through a process that included considerable input from all parties.

M3 The structure of the organisation is very clear and is communicated to students and staff effectively through handbooks and noticeboards. Job shadowing and training is in place for staff members as their roles evolve and the school grows.

M4 Excellent communication channels are in place in the form of meetings, social media and digital communication tools. As a result, staff and students are very well informed and highly engaged.

M6 Regular formal feedback is collected from all staff, and action is taken as a result. In addition, the CM holds regular meetings with individual staff members, appraisal meetings offer opportunities for staff to feed back, and the CM has an open-door policy for staff wishing to share their views.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
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.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M8 HR policies and practices are implemented and made known to staff very effectively through staff handbooks and an HR information system which is accessible to management and staff. The HR systems that are in place contribute towards staff feeling valued and supported.

M11 Staff are sent induction information in advance, and are then invited for a paid induction session in the school with opportunities to meet key staff and observe classes. Training and information is well planned, thorough and ensures that staff are fully briefed before starting work. Staff reported that induction processes are very supportive.

M12 Appraisal procedures are integral to the culture of the organisation. Procedures are robust and systematised, ensuring that all members of staff are given an opportunity to recognise their strengths and identify areas for professional growth.

M13 Continuing professional development (CPD) systems are effective and are founded in the appraisal process, ensuring that they are targeted and appropriate. All staff are engaged in CPD as participants, as well as being encouraged to lead sessions in their own specialist areas.

Student administration	Met
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.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 Staff receive specific training to understand what the school's expectations are for customer service. In addition, students reported in the focus group that levels of customer service were excellent.
M15 There is good information available on the MyEC platform and in the student handbook ensuring that students are well briefed about courses and their stay before arriving in Manchester. Students then receive excellent ongoing advice during tutorials or from the front-of-house team.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
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.	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

Publicity consists of two websites, one for agents and tour operators, the other for students wishing to book directly. In addition there is a brochure which is translated into eight languages. The websites and brochures present the EC group as a whole, and also have school-specific sections. The school has a presence on social media channels, which are occasionally updated with photographs from school events.
M23 All information is well written, in highly accessible error-free plain English.
M26 There is not a sufficient description of the limits to the supervision of under 18s, including information about travel to and from school and supervision arrangements on the leisure programme.

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 and are clean. The décor is attractive, in keeping with the EC brand, and attention has been paid to ensuring that there is ample space for staff and students.

P2 Classrooms are spacious and quiet with good light. The furniture is in good condition and offers flexibility in classroom set up.

P3 There is a very comfortable student lounge that is well utilised by students. The environment is welcoming and encourages students to congregate and socialise.

P5 Signage and noticeboards are clear and consistent. They reflect the school's branding and are visually attractive. Video displays are also available to give students additional information.

Learning resources**Area of strength**

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

Strength

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

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.

Strength

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

Strength

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

Met

Comments

P7 Learning resources are very well organised and there is a good range and number of core and supplementary materials in hard copy and electronic format. The needs of students are well met by the resources available.

P10 MyEC provides a wide range of additional independent learning resources and is integral to the course.

P11 Students receive regular guidance on the use of MyEC in weekly tutorials held in the computer room. This results in students being highly engaged with the platform and having a good understanding of the independent learning resources available to them. In addition, a member of staff encourages students to access independent reading materials through a special additional activity which includes an excursion.

Teaching and learning**Academic staff profile****Area of strength**

T1 All academic staff have a level of education normally represented by a Level 6 qualification on the Ofqual register of regulated qualifications.

Met

T2 The teaching team has ELT/TESOL qualifications relevant to the courses they are teaching.

Met

T3 The teaching team has a range of experience, knowledge and skills appropriate to the courses offered and the needs of the learners.

Strength

T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.

Strength

Comments

T2 Of the eight teachers working during the week of the inspection, one was TEFLQ, six were TEFLI. One teacher did not have an ELT qualification which meets Scheme requirements. A rationale was provided and accepted for the teacher on the basis of the extensive experience and professional development that the teacher had, coupled with the fact that they had followed an initial TEFL training course.

T3 There is an excellent range of skills and experience in the teaching team, which the academic management team have a very good awareness of. The skills in the team meet the needs of the learners very well.

T4 Both members of the academic management team are TEFLQ. with extensive experience. They have a range of relevant teaching, management and training experience to fit the profile and needs of the courses which the school runs.

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

Comments

T5 Teachers are well matched to courses according to their preferences and the academic manager's discretion. When teachers are asked to teach levels where they are less experienced, they are supported by the academic manager and colleagues.

T7 Cover is always available. The academic manager has implemented systems which ensure that cover can be most effectively implemented and least disruptive for the students' learning. There is clear documentation for cover teachers, to ensure continuity.

T8 Continuous enrolment is integral to the programme and the curriculum. While structures are in place to support continuous enrolment, teachers are also given the flexibility to adapt the syllabus and their weekly plans to meet the needs of their students.

T9 Teachers are supported on a day-to-day basis by the centre manager and by their peers who have a range of skills and expertise amongst them. The centre manager is available most of the time, and teachers commented that they felt the guidance and support were excellent.

T10 Observations are integral to the teachers' professional growth at the school. All teachers are observed frequently, and the focus of observations is varied. Records of feedback are detailed, and teachers reported that the process was very useful and developmental.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
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.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength

Comments

T11 There is a clear set of principles behind the course design, and, consequently courses have a clear rationale. The syllabus is coherent and comprehensive, linked to external learning outcomes and provides sufficient detail for teachers. In addition, teachers receive clear guidance on the course rationale in writing and through induction.

T13 Course outlines, maps, planners and outcome descriptors are available to students and are related to lesson objectives which are highlighted in every class, meaning that students have a clear understanding of their position on the learning journey.

T14 The school has identified language areas where students would benefit from additional support and has developed free-of-charge sessions to address these needs. These sessions offer students excellent opportunities to develop their language further in addition to their regular classes.

T15 There are excellent opportunities for students to develop learning strategies through tutorials and a weekly feedback session. There is good evidence of independent learning, and learner training being developed in the classroom.

T16 Teachers are actively encouraged to use the local area to enhance the learning experience and further develop language skill, and there are many examples of teachers doing this.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
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

T17 Placement testing is carried out highly effectively through online tests carried out in advance and oral interviews which are led by experienced team members with excellent knowledge and understanding of class levels. The academic manager collects data on the efficacy of placement testing.

T18 Excellent monitoring and tracking of student progress takes place via MyEC. Students engage with the platform so that both teachers and students have a clear idea of levels of progress and achievement, strengths, challenges and strategies for further improvement.

T19 Excellent student support is available to students through a well-thought-out system. Students who are not progressing are identified by their teachers, and are then supported with additional classes. The process is well documented to ensure that students are aware of their own learning needs and progress.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	General English including some special focus classes.

Comments

Seven of the eight teachers working during the week of the inspection were observed.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
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

T23 Teachers provided clear models of the language on the board and orally. There were good explanations of meaning and grammatical form.

T24 All lesson plans included individual profiles for at least some students in the class. Plans included extension and consolidation activities for early finishers, as well as making accommodations for learners who found the lesson more challenging.

T25 Learning outcomes were highly relevant and consistently shared with students at the start of the lesson and referred to throughout the class. Lessons were very well staged with coherent sequencing between activities. There were very effective reviewing and planning activities towards the end of classes.

T26 A good range of teaching techniques was used with confidence by teachers, including the use of games and competition, as well as effective questioning and concept checking.

T27 All teachers used the interactive whiteboard effectively. In addition, class materials were well-presented and utilised. Students were encouraged to use their phones appropriately to support their learning. They were grouped and seated in a variety of arrangements appropriate to the learning activity.

T28 Error correction was an integral part of most lessons. Teachers monitored students very effectively, and were adept at using a range of techniques including self, peer and delayed correction. In addition, there was very good use of praise and teachers often highlighted good examples of language use.

T29 Lessons generally fitted into a coherent scheme of learning, and students and teachers evaluated achievement and progress through the regular checking of learning objectives or success criteria. The evaluation of learning was carried out in a variety of ways including self, peer and teacher assessment.

T30 There was an excellent, professional but friendly and supportive atmosphere in the classrooms. Teachers seemed to know their students very well, and this contributed to the positive learning atmosphere. There was a very appropriate balance of teacher and student talking time.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being good. Knowledge of the linguistic systems of English was good, and teachers were able to adapt their language to the students' levels. Lesson content was relevant to the needs and cultural background of the learners, and led to highly relevant learning outcomes which were well-known by students. Techniques were varied and appropriate, and students were mostly engaged. High-quality feedback was provided, and there were good opportunities to evaluate learning. Teachers created a positive collaborative learning atmosphere, and demonstrated empathy and understanding for their students' needs and abilities.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	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.	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.	Strength
W8 Students have access to adequate health care provision.	Strength

Comments

W1 There are very good safety and security procedures in place. Students enter through the main building entrance, via a permanently staffed reception area, and unknown visitors are escorted to the school's reception. All students and staff wear lanyards. Fire safety procedures are the joint responsibility of the whole building and the school. Risk assessments are updated on a regular basis.

W3 Students receive a very good level of pastoral care, and it is clear on notices who they can approach with problems. Students commented on the caring attitude and approachability of staff. Under 18s receive additional attention.

W4 There are very comprehensive policies and procedures to promote tolerance and respect and there is an emphasis on mutual respect throughout the school. Information is clearly presented on posters and in the student guide and there are strict disciplinary procedures in place for any infringements of the code of conduct.

W7 Very good, clearly-presented advice on all relevant aspects of life in the UK is available in the student guide and also from staff. Essential information is widely displayed on noticeboards.

W8 Health care provision onsite is very good. As well as four trained first aiders in the school, the building's security team are also qualified first aiders. Students are given extremely helpful and thorough information about accessing all aspects of health care provision.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
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 conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W11 The agency homestay visitors are very experienced, as are the managers and staff based at head office, who also carry out many of the initial and re-visits. As well as the scheduled two-yearly visits, random spot checks are also carried out. At the school, the ADoS/accommodation officer has received appropriate training for the role and correct systems of inspection are in place both for homestay and residence provision.

W12 The confirmation of the booking gives very full information about the accommodation with the addition of a household and local area description for homestay accommodation.

W13 The school and the agency are in regular contact and if problems arise, solutions are quickly found, which was confirmed by students' comments.

W14 Both the agency and the school provide very clear guides, information and support to ensure that accommodation providers are fully aware of the conditions.

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

Comments

All the criteria in this area are fully met.

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

Comments

The relevant criterion in this area is fully met.

Leisure opportunities	Met
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.	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

W23 Students are given a lot of information about local events, activities and facilities, and encouraged to participate fully in them. A social media site is maintained and kept up to date not only with things to do, but also with photos of students doing them. The social programme offers social events in the school and outside excursions, provided by a specialist, external company. Class trips to outside places of interest are arranged periodically.

W26 Although the external company provides risk assessments for their excursions, risk assessments for class trips to outside places of interest do not cover all aspects of the trip and are not specific. Risk assessments for events in the school do not cover specific risks.

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.	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.	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 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.	Met

Comments

There were four students under 18 at the time of the inspection and at peak, 15 out of 124.

S1 There is a group safeguarding policy, which covers the required items, but the school's designated lead and officer are not named in the policy. The policy states that this information is available on the website and in the school. Although this information is available in the school, it is not on the website. During the inspection this was rectified and is no longer a point to be addressed.

S3 The consent form does not make it clear that some leisure activities are organised and supervised by external organisations and the supervision arrangements for these activities are not made clear.

S4 Two references are required, but in some cases, a question about suitability to work with under 18s had not been included in the reference requests, and references that do not include a comment about suitability have been accepted.

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	2015
Last full inspection	2017
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	EC English schools in Brighton, Bristol, Cambridge and London.
Other related non-accredited schools/centres/affiliates	Schools in US, Canada, Malta, Ireland and South Africa. EC Virtual.

Private sector

Date of foundation	2014
Ownership	Name of company: EC English Holdings Ltd Company number: 8310754
Other accreditation/inspection	N/a

Premises profile

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

Student profile

Student profile	At inspection	In peak week (2022): July (organisation's estimate)
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	78	124
Full-time ELT (15+ hours per week) aged 16–17 years	4	15
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	82	139
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–25	18–25
Adult programmes: typical length of stay	7 weeks	7 weeks
Adult programmes: predominant nationalities	Saudi Arabian	Saudi Arabian

Staff profile

Staff profile	At inspection	In peak week (organisation's estimate)
	Total number of teachers on eligible ELT courses	8
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT under 20 hours a week	2	

Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	0	

Academic manager qualifications profile

Profile at inspection		
Professional qualifications		Number of academic managers
TEFLQ qualification		2
Academic managers without TEFLQ qualification or three years relevant experience		0
Total		2
Comments		
None.		

Teacher qualifications profile

Profile in week of inspection		
Professional qualifications		Number of teachers
TEFLQ qualification		1
TEFLI qualification		6
Holding specialist qualifications only (specify)		0
Qualified teacher status only (QTS)		0
Teachers without appropriate ELT/TESOL qualification		1
Total		8
Comments		
A rationale was provided and accepted for the teacher without an appropriate ELT/TESOL qualification.		

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	16	4
Private home	0	0
Home tuition	0	0
Residential	17	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	45	0
Overall totals adults/under 18s	78	4
Overall total adults + under 18s	82	