

Organisation name	Edwards Language School, London
Inspection date	27–28 June 2023

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 publicity and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Edwards Language School, London in June 2023. 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 was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the area of publicity was noted.

Introduction

Edwards Language School (ELS) was last inspected in March 2018. It is part of the Sprachcaffe group, a worldwide provider of language courses. The Sprachcaffe holding company is registered in Switzerland; management services are provided in Frankfurt, Germany, and senior management and group IT services are based in Malta. Previously, the HR and financial functions were handled by the UK head office in Brighton. Following the closure of the Brighton school, Edwards School in London became the only representative of Sprachcaffe permanently based in the UK.

Several key staff members at ELS left during the pandemic and the current academic manager (AM) has been in post for a year. He is also effectively the overall manager or principal of the school. Consequently, the school is currently undergoing a transitional phase as staff adapt to their roles, responsibilities, and changing systems. Meetings were held with the operations manager UK and Europe (remotely), the AM, the general manager, and the accommodation officer who is also in charge of student welfare. Focus group meetings were held with students, teachers and activity leaders (teamers). One inspector conducted a virtual tour of two homestays, and all teachers scheduled to teach at the time of the inspection were observed.

Address of main site/head office

38 The Mall, Ealing, London W5 3TJ

Description of sites visited/observed

The school occupies the lower ground floors of two adjoining period properties, and the first floor of one of the buildings, in a terrace about five minutes' walk from the centre of Ealing in west London, close to transport links. There is a reception area with two workstations, a teachers' room, two offices for management and administration staff, a student lounge (which can be used as a classroom), six additional classrooms, a kitchen area, and toilets for staff and students. There is an inner courtyard.

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 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 school offers a range of general English courses for adults (16+): a standard course of 15 hours per week and an intensive course of 22.5 hours (a standard course of 15 hours per week plus a spoken English course of 7.5 hours per week). Part-time students can enrol for the spoken English course of 7.5 hours per week only.

Preparation for externally validated examinations is offered. One-to-one tuition can be arranged in combination with standard or intensive courses or as a separate provision. A U20 programme is run for students aged 14 to 17 years and is available in January, at Easter, in the summer and in the autumn, subject to demand. The course includes 15 hours of general English per week, plus an activity programme led by teamers. Occasional closed group courses are also run.

Management profile

All members of staff at ELS report to the AM. He is line managed by the operations manager UK and Europe who is based in Germany.

Accommodation profile

At present the school arranges only homestay and, for over-18s, self-catering accommodation. Of the 29 students enrolled at inspection, 16 were staying with their own family or friends, of whom five were under-18s. One adult student was staying in self-catering accommodation arranged by the school and one was in a flat she had privately rented. In the past the school also offered accommodation in a residence nearby, but this is no longer available.

Summary of inspection findings

Management

The provision meets the section standard. Overall, the management of the provision operates to the benefit of students and in accordance with the school's stated goals and values. Strategic and quality management, staff management and development, and student administration are generally good. However, there is a need for improvement in *Publicity*.

Premises and resources

The provision meets the section standard. Overall, the premises provide students and staff with a comfortable professional environment for work and relaxation, although some aspects of cleanliness are not up to standard. A range of suitable 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. However, further training in the use of technology by teachers is required.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive good guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. However, the systems for evaluating, monitoring and recording students' progress are not sufficiently well developed. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of students for security, safety and information are met. The accommodation provided is suitable for the ages and backgrounds of the students, and appropriate systems are managed effectively by the accommodation and welfare manager. A range of social and cultural out-of-class activities is available and matched to students' interests and needs.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the school and in the leisure activities and accommodation provided. A comprehensive safeguarding policy is made known to all staff and homestay hosts, and appropriate training is provided. However, systems for obtaining satisfactory references for staff and homestay hosts need to be improved.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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.	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.	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.	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

There is an appropriate statement describing the goals and values of the organisation on the website and in handbooks. The structure of the ELS operation is clear and works well; members of the management team are qualified to cover for each other. Within the school, communication is effective and staff feel well informed and included in decision making. Channels of communication within the wider organisation are generally adequate. There are systems in place to collect feedback from students in writing, as well as face-to-face. Staff feedback is collected both informally and through structured meetings. Feedback is used to inform future development. A self-evaluation document linked to updated policies is in place.

Staff management and development	Met
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	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

Human resources policies and procedures are appropriate and made known to staff through handbooks and contracts of employment. Job descriptions are in place for all members of staff. Recruitment procedures are appropriate and effectively implemented, although there is no document formally detailing the recruitment policy for all posts in the school. In the past, some procedures have not been fully implemented: see S4. Induction and appraisal policies and procedures are of a high standard. There are appropriate procedures to ensure the continuing professional development of all members of staff.

Student administration	Met
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.	Met

Comments

Feedback from students about the helpfulness and friendliness of all staff is very positive. Pre-arrival advice and guidance is satisfactory. The systems for enrolment, cancellation and refunds are appropriate and students' records are complete and up to date. Absence and lateness policies and procedures are appropriate and made known to

students. Conditions under which a student may be asked to leave the school, and the complaints procedure, are clearly communicated to all stakeholders.

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.	Not met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The main medium of publicity is the website. The website for the school has not been updated to reflect many of the changes that have taken place since the period of the pandemic. For example, a range of courses and some accommodation choices are advertised which are not currently offered. Testimonials refer to staff no longer at the school, the safeguarding policy names a person as responsible who is no longer employed by the organisation. Information about courses and most costs (including those for accommodation) is clear. However, costs for coursebooks and exam fees (for IELTS), which are not included in the course fees, are not given. The level of care and the accommodation arrangements relating to students under 18 who attend adult courses are not sufficiently clear. In the description of the homestay accommodation, the services provided are not detailed and, although an indication of distance and cost of travel is given, the statement that homes are 'close to the school' is not true for all homestays. Teachers are described as 'qualified'; this was not true for all teachers employed at the time of the inspection.

Premises and resources

Premises and facilities	Need for improvement
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.	Not met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

Overall, the premises provide a satisfactory professional environment for work, study and relaxation. Generally, they are in an adequate state of repair, decoration and cleanliness. However, students expressed dissatisfaction with the cleanliness of the toilets and inspectors concur that the standard is not satisfactory. Classrooms are sufficient in size for the number of students and are furnished appropriately. Water is available and a choice of appropriate food at affordable prices is available locally. Signage is satisfactory, and well-organised and attractive noticeboards give students up-to-date information.

Learning resources	Need for improvement
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.	Not met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

Overall, there are sufficient resources for students and teachers. The educational technology is limited in availability and teachers reported that they have not yet received appropriate training in the most recently acquired equipment. Students have access to, and guidance on, some library and online learning resources. There is evidence of recently implemented procedures for the review and development of teaching and learning resources.

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

The teaching team has a range of experience, knowledge and skills appropriate to the courses offered. All academic staff have a level of education represented by a Level 6 qualification and, with one exception, have ELT qualifications relevant to the courses offered. One teacher has an ELT qualification which does not meet all the Scheme requirements: the online course contained no assessed teaching practice and was not externally validated. A rationale was provided and accepted within the context of the inspection. She has relevant teaching experience and skills (for example, in drama) which make her suitable as a teacher of teenage students on a vacation course. The academic management team has an appropriate professional profile to provide academic leadership.

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.	Met

Comments

Teachers are matched appropriately to courses. The timetabling of students, teachers and courses is managed well. Cover arrangements are good. The accommodation officer is also TEFLQ and can cover for absent teachers and the AM if needed. Information and guidance on managing continuous enrolment is generally appropriate to the context. The AM is available on a day-to-day basis and is very supportive; peer support is also encouraged and enabled through peer observations. There are very effective systems in place for the observation and monitoring of teachers' performance.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	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

Course design is primarily coursebook based, supported by a syllabus planner for different levels, and reviewed and adapted to meet the changing needs and interests of the students. Students have the coursebook syllabus for guidance and learning aims are made known to students at the start of each lesson. Learning strategies are included in course design through the coursebooks in use. There was evidence of the inclusion of authentic materials and activities so that students can make use of their language knowledge and skills outside the classroom.

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.	Not 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

Placement testing and procedures are satisfactory. However, the systems for consistently evaluating, monitoring and recording students' progress are not sufficiently formalised. All students receive leaving certificates. Advice about examinations and access to mainstream UK education is readily available.

Classroom observation record

Number of teachers seen	6
Number of observations	6
Parts of programme(s) observed	Morning general English for adults; morning general English for juniors; afternoon speaking skills lessons.

Comments

The AM was not scheduled to teach during the week of the inspection.

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.	Not met

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.	Met
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.	Met

Comments

T23 Teachers provided accurate models of spoken and written language. The illustration of grammatical structures and lexis was done well. Knowledge of phonological systems was in evidence: for example, use of phonemes and stress and intonation patterns.

T24 This criterion is met overall. No written student profiles with an indication of the specific needs and interests of the students were provided. However, it was clear that teachers had devised plans which drew on the syllabus objectives and the content was suited to the students.

T25 Lesson plans included appropriate learning outcomes; however, they were usually worded in terms of teacher/teaching aims rather than learning objectives and outcomes. Aims and activities were put on the board at the start of the lessons and were achieved through a coherent sequence of activities.

T26 A range of techniques was observed: for example, eliciting, questioning, nominating. Effective use was made of prompts, interactive activities and games. Instructions were generally clear and checked with students. When introducing vocabulary there was often an effective focus on pronunciation.

T27 In better segments, whiteboards were well organised and neat. New vocabulary was put on the board, the word class marked and an indication of how the words and expressions are pronounced by, for example, using phonemes and stress marking. Students were seated and grouped appropriately for the tasks being undertaken. In some segments, there was movement around the class and variety in terms of seating. In a few segments, video was used effectively, using the screen or students' phones.

T28 Teachers monitored well. Written work was checked. Feedback on oral errors was given by prompting self-correction and providing a correct model. Opportunities were taken to pick up on students' pronunciation errors and to provide follow-up practice.

T29 Lesson plans included tasks and activities to assess whether learning had taken place. There was reference to work done previously.

T30 In a small minority of segments, the pace was slow and students rather inactive. However, in most lessons observed, teachers created a very positive and purposeful learning atmosphere; students were attentive and engaged. Students reported that they were enjoying and benefiting from their lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the average being of a satisfactory standard. Teachers demonstrated a sound knowledge of the linguistic systems of English. They were able to model and explain language effectively. There was a lack of written evidence that students' learning needs and interests had been taken into account when planning the lessons and in plans teaching aims rather than learning outcomes were stated. However, the lesson content was appropriate, a good range of teaching techniques was observed, and learning resources were competently deployed. Overall, 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.	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.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met

W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

There are appropriate risk assessments and emergency planning in place to ensure the safety and security of students. Students receive good pastoral support from the accommodation and welfare officer and her colleagues and other staff. Pre-arrival information, student handbooks and inductions provide students with suitable information and rules. 24-hour emergency contact numbers are provided, and health care provision is appropriate.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	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

The school provides homestay accommodation, and occasionally suitable self-catering accommodation when required. Accommodation is accurately described in pre-arrival information, and is regularly inspected and monitored.

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

Comments

All criteria in this 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.	Met
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.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

Students are provided with information about and access to social, cultural and sporting events appropriate to their ages, interests and course types. There are up-to-date risk assessments for on-site and off-site activities organised by the school. Some off-site activities are organised and supervised by an experienced and appropriately qualified independent guide.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	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

At inspection there were 12 students enrolled aged under 18 from a total 29 students. At estimated peak week, in July 2023, the school expects an overall total of 66 students, including 43 under 18s.

The school has a comprehensive safeguarding policy, recently reviewed and updated. It is made known to staff and homestay hosts, who receive relevant guidance and training, and to students and parents. The school obtains appropriate parental/guardian consent and contact details, and there are suitable arrangements for the accommodation of students and for their supervision and safety within and outside the scheduled programme. However, references for homestay hosts do not ask the referee specifically about the host's suitability to accommodate under 18s, and in some of the staff files sampled, the references were unsigned or otherwise incomplete.

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	1994
Last full inspection	2018
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	N/a
Other related non-accredited schools/centres/affiliates	Brighton summer school, St. Margaret's summer school; Sprachcaffe teaching organisations worldwide.

Private sector

Date of foundation	1990
Ownership	Name of company: Languages Plus London Ltd Company number: 5270255
Other accreditation/inspection	N/a
Type of institution	Private sector

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

	At inspection	In peak week: July 2023 (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	17	23
Full-time ELT (15+ hours per week) aged 16–17 years	6	35
Full-time ELT (15+ hours per week) aged under 16	6	8
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	29	66
Junior programmes: advertised minimum age	14	14
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	German	German, Czech, Japanese
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	19–59	18–46
Adult programmes: typical length of stay	European: 2–4weeks Non-European: 12–36	European: 2–4weeks Non-European: 12–36
Adult programmes: predominant nationalities	Japanese, German, Colombian, Korean, Spanish	Italian, German, Spanish, Japanese

Staff profile

At inspection	In peak week (July)
---------------	------------------------

Total number of teachers on eligible ELT courses	6	12
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 20 hours a week	4	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
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	

The accommodation and welfare manager who is TEFLQ and can cover for the AM is not included in this list.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	2
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	6
Comments	

A rationale was provided and accepted for the teacher without an appropriate ELT 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	4	7
Private home	1	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	11	5
Staying in privately rented rooms/flats	1	N/a
Overall totals adults/under 18s	17	12
Overall total adults + under 18s	29	