

Organisation name	Edwards Language School, London
Inspection date	20–21 March 2018

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation. However, documentary evidence must be submitted within three months to show that the weaknesses identified under W2 and S3 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Edwards Language School in March 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general English for adults (16+) and for closed groups of under 18s and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of accommodation and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Edwards Language School is part of the Sprachcaffe group, a worldwide provider of language courses. The Sprachcaffe holding company is registered in Switzerland, sales and marketing services are provided in Frankfurt, and senior management and group IT services are based in Malta. The UK head office is in Brighton; it provides management services for the UK adult schools (Edwards Language School, Sprachcaffe Languages Plus Brighton and Sprachcaffe Languages Plus Bournemouth) and UK junior course centres in Brighton, Bournemouth, Weymouth, Eastbourne and London (Bushey). Of these, Edwards Language School and Sprachcaffe Languages Plus Brighton (adult 18+) are accredited by the British Council.

At the last full inspection of Edwards Language School in August 2014, accreditation was placed under review because the section standard of *Care of Under 18s* was not met. Serious weaknesses in M1 (now D1) were also identified. A spot check took place in August 2015. Appropriate steps had been taken to address concerns identified at the full inspection in 2014 and the period of review was ended. An interim visit took place in October 2016, at which it was confirmed that there were no grounds for bringing forward the next full inspection due in 2018.

The inspection took place over two days. Meetings were held with the principal/director of studies (DoS), the general manager, the accommodation officer, the welfare officer, the academic co-ordinator, the leisure co-ordinator and activity leaders (known as 'teamers'). Meetings were also held with the UK general manager and the UK designated safeguarding lead, both of whom are based at Sprachcaffe UK head office in Brighton. Focus group meetings were held with adult students, under-18 students and teachers. Twelve teachers were employed during the week of the inspection. Eleven teachers were observed; one teacher was not observed as she was not scheduled to teach on the days of the inspection. One inspector visited three homestays and the school apartments.

Address of main site/head office

38 The Mall, Ealing, London W5 3TJ

Description of sites visited

The school occupies the lower ground floors of two adjoining Victorian properties in a terrace about five minutes' walk from Ealing Broadway in west London. The main entrance hall leads to the reception desk and the central students' lounge with seating and an open-air patio. There are two workstations at the reception desk and separate offices for the general manager, the principal/DoS and the academic co-ordinator, and the accommodation officer. There are nine classrooms of varying sizes, a teachers' room, a teachers' resources room, a kitchen and three toilets of which two are unisex and one is for women. Access to one of the classrooms is either through a second entrance at the front of the premises or through the teachers' room and the teachers' resources room.

At the last full inspection three additional teaching premises were being used at busy times. These are no longer required and all courses are now taught in the main school premises.

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 school offers a range of general English courses for adults (16+): a standard course of 15 hours per week, either mornings or afternoons, and an intensive course of 22.5 hours (standard course of 15 hours per week plus spoken English course of 7.5 hours per week). Part-time day courses of six hours per week and evening courses of four hours per week are also available. Part-time students can also enrol only for the spoken English course of 7.5 hours per week. Examination preparation courses of 15 hours per week and a part-time examination preparation

course of six hours per week are also available. One-to-one tuition is arranged in combination with standard or intensive courses or as a separate provision.

The U20 programme is for students aged 14 to 17 years and is available in January, at Easter, in the summer and in the autumn. The course includes 15 hours general English per week, normally taught in the afternoons, although lessons may be held in the mornings at less busy times of the year. The U20 activity programme is led by teamers recruited and trained by Sprachcaffe Frankfurt. Occasional closed group courses are also offered.

Accommodation profile

Homestay accommodation is offered in either single or twin rooms; twin rooms are the preferred option for under 18s. All homestays are within 30 minutes' journey time from the school; some are walking distance. There are also two self-contained apartments in the same terrace as the school. Each apartment can accommodate four students and consists of two twin rooms, a kitchen, a shower room and a toilet. In the week of the inspection 16 students were in homestays and four in the apartments.

Summary of inspection findings

Management

The provision meets the section standard. The school is efficiently managed by a committed administrative team, although record keeping could be improved. Effective communication channels between the school and the wider organisation are not fully established. Most aspects of staff management are well handled and student administration is efficient. Quality assurance procedures are of a good standard and are systematically implemented. The publicity gives a reasonably accurate description of the school and its services; some errors and omissions were corrected immediately after the inspection.

Premises and resources

The provision meets the section standard. Although space is limited, the premises provide a reasonably comfortable working environment for both staff and students. Classrooms are of a reasonable size and student relaxation facilities are adequate. Teaching resources for both adult and junior courses are suitable and are well organised.

Teaching and learning

The provision meets the section standard. Teachers are suitably qualified and experienced to teach the range of courses offered, and are well supported to ensure that their teaching meets the needs of their students. Programmes of learning are well designed and managed. The teaching observed met the requirements of the Scheme.

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 benefit from well-managed student services, including out-of-class activities and suitable accommodation. *Accommodation and Leisure opportunities* 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 the leisure activities and accommodation provided. There are some omissions in the parent/guardian consent forms.

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.	Not 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

M1 A mission statement was recently prepared by the UK general manager and presented to the school staff for discussion. An agreed final version has been circulated and is displayed in the school.

M2 The UK general manager's action plan sets out objectives for the current year. Time frames and the person responsible for each area of development are identified. However, the plan needs to be further developed to cover all aspects of the school's activities.

M4 There is excellent informal contact between members of the management and administration team at the school. Although formal administrative meetings were held in the past, these have lapsed and there is now no written record of agreed decisions. Minuted teachers' meetings take place every two weeks. Minuted meetings between the UK general manager and the school management have recently been introduced; there is no evidence of regular meetings in previous years.

M5 Initial and end-of-course feedback is collected from students. Separate questionnaires are provided for U20 students and for feedback on accommodation. There is evidence that action is taken and recorded. A monthly digest of issues arising from student feedback and the action taken to address them is displayed in the school.

M6 Teachers complete an annual feedback survey. Records were sampled and found to be mostly positive. Summaries, including action taken in response to feedback, are circulated. There is currently no feedback survey for administrative staff.

M7 All points arising from previous inspections have been addressed. A detailed self-evaluation against criteria was submitted prior to the inspection.

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.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	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.	Not 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

M8 Detailed and appropriate recruitment procedures are in place. The school has support and practical advice from an external human resources consultant.

M9 Job descriptions are in place for all postholders, although there is no consistent procedure for reviewing and updating them.

M11 Induction is thorough and well documented. Detailed handbooks for administrative and teaching staff are provided. Useful teacher guidelines provide a short introduction to academic administration procedures. An updated version of the induction checklist has recently been introduced. Staff commented positively on the induction procedure.

M12 Appraisals of staff are carried out annually, with interim reviews if required. Staff complete a pre-appraisal form and detailed appraisal notes are on file. These are linked to issues arising from formal observations in the case of teachers. The principal/DoS and the school general manager have not been appraised since the last full inspection. Procedures for handling unsatisfactory performance or conduct are set out in the staff employment handbook.

M13 Staff have had training in safeguarding, both online and specialist training, and the Prevent strategy. Six members of staff are trained first aiders. A training log for each member of staff is kept on file. CPD for teachers is limited to brief 'bitesize' discussions of methodology issues during the fortnightly teachers' meetings. Summaries are circulated so that any teachers not attending are kept up to date.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide	Strength

satisfactory levels of customer service.	
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

M14 The reception desk is the hub of the school and staff are always available for students. Students commented favourably on the helpfulness of the staff; some students had decided to attend the school following personal recommendation.

M15 The majority of bookings come through the Sprachcaffe sales office in Frankfurt. The school ensures that the sales office is aware of course options available. Local enquirers are provided with full information on course and accommodation options. A significant number of students come to the school from a local Japanese school; the general manager, who speaks Japanese, provides all necessary information.

M19 Attendance statistics are taken from class registers and entered on to the database. Students must attend 80 per cent of the course in order to receive an attendance certificate. Adult student absences are followed up after two consecutive days of absence. Teachers report any absences of under 18s at the beginning of the first lesson and these are followed up immediately.

M21 The complaints procedure is explained on notices in the school. Information is given about recourse to an external organisation to resolve complaints. The school aims to deal with complaints promptly and evidence was provided of the satisfactory resolution of one complaint. However, there is currently no complaints log.

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.	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.	Not 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 two websites, one promoting the full range of Sprachcaffe courses worldwide, one for Edwards Language School. A downloadable brochure with information about all Sprachcaffe courses worldwide is available on the website, but enquirers have to enter their personal details in order to obtain the brochure. Sales offices use the brochure to present course options to enquirers.

M23 Information is presented in accurate and accessible English. Some minor typographical errors were corrected immediately after the inspection.

M24 The courses offered in the brochure include a university pathways programme. This programme is not currently available. The number of hours of the spoken English course were not included on either website. This information was added immediately after the inspection and is no longer a point to be addressed.

M25 Costs are clearly set out, although the costs of coursebooks and examination fees were not included on either website. This information was added immediately after the inspection and is no longer a point to be addressed. The accommodation booking fee was quoted variously as £65 and £70 in different parts of the websites. This was corrected immediately after the inspection and is no longer a point to be addressed.

M26 The level of care provided for under 18s following adult courses was not included on either website. An appropriately worded paragraph was added immediately after the inspection and this is no longer a point to be addressed.

M27 There was no information about the school apartments on either website. This information was added immediately after the inspection and this is no longer a point to be addressed. Information about private home accommodation was included on the websites, when this option is not in fact offered. Reference to private home accommodation was removed immediately after the inspection and this is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	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.	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 reasonable state of repair, although some areas are in need of redecoration. Toilet facilities are just adequate. Students commented that the Wi-Fi provision was not always reliable.

P2 Classrooms vary in size; most are able to accommodate comfortably the maximum number of students. Small tables allow for flexibility of layout. Rooms are adequately lit, heated and ventilated.

P3 The student lounge is furnished with café tables and chairs and there is an adjacent small patio area with seating. Space is limited; the school operates staggered breaks at busy times to avoid overcrowding in public areas.

P5 Signage is clear; exit routes and fire evacuation procedures are effectively marked. Maps show the location of rooms and facilities. Rooms are named and clearly labelled. There are large noticeboards in public areas and in classrooms; notices are neatly presented and informative. A photoboard at the entrance includes information about staff roles.

P6 Offices for administrative staff are small, but adequate. Space in the teachers' room and in the resources room is limited, but sufficient for the number of teachers. Meetings are held in a classroom. There is adequate provision for the storage of personal possessions.

Learning resources	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

P9 There are CD players in every classroom. Two laptops, three TV monitors and a data projector can be booked out by teachers. The general manager is responsible for ensuring that equipment is adequately maintained. Students commented that the Wi-Fi provision was not always reliable.

P10 There is a small collection of graded readers in one classroom, but this does not constitute provision for

independent learning. Students are encouraged to join the local public library.

P12 New coursebooks are regularly trialled; teachers are consulted and give feedback at meetings and through the annual survey. The school is aware of teachers' request for more up-to-date educational technology.

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 were 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.	Met
Comments	

T6 Timetabling is efficiently managed. Two larger classrooms are used for the U20 courses as they are at the end of a corridor away from other classrooms used for adult courses. Breaks are staggered to ensure that public areas do not become overcrowded at busy times.

T7 Cover arrangements work well. Teachers are encouraged to inform the principal/DoS in advance if they are unwell, so that a standby teacher can be employed. Regular teachers are able to teach additional hours to cover for absent colleagues and the academic co-ordinator is available for emergency cover.

T8 Continuous enrolment is easily managed as a new unit of the coursebook is started at the beginning of each week. However, there are no written guidelines for teachers on how best to handle continuous enrolment or integrate new students.

T9 The principal/DoS provides guidance and support to teachers. Teachers confirmed that they were well supported and that experienced teachers helped newly recruited colleagues.

T10 New teachers are observed shortly after starting work at the school, thereafter at least once a year. Observations may also take place in response to student feedback. Records were sampled. Comments were helpful and constructive; feedback included practical suggestions for improvement. Observations are carried out by the principal/DoS or a TEFLQ teacher.

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	Met

language skills.	
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 adult course programme is based closely on published coursebooks. Teachers supplement the coursebook with additional materials according to the needs and interests of their students. The U20s course is based on themes relevant to young learners; detailed plans and sources of materials are provided. Students enrolled on one-to-one programmes complete a needs analysis to identify their language learning aims and their preferred learning style.

T12 There was evidence of review of course design, for example the decision to base adult courses on a published coursebook. New coursebooks are regularly trialled and introduced if successful.

T13 A detailed weekly plan is provided for students and is displayed in classrooms. It includes information about language and topics to be covered, methodology and skills, expectations of students and learning outcomes.

T14 There are clear links in the U20 programme between the course plan and the activity programme, for example the language of shopping in preparation for a trip to a London market and an introduction to the UK parliamentary system for a visit to Westminster.

T15 Coursebooks include guidance on study and learning strategies. A learner training syllabus is included in the course file for teachers' guidance and a list of sources of independent skills development materials is also provided.

T16 Both adult and U20 courses provide language input relevant to life in the UK.

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

T17 Students take the placement test online in advance or on arrival. The principal/DoS gives adults a speaking test, but this does not apply to closed group students or U20 students.

T18 Students have mid-term and end-of-term tests, using tests in the coursebooks. A tutorial system is in place, but is not consistently implemented across the school.

T22 A limited amount of information on mainstream UK education is available from the principal/DoS.

Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	All group and one-to-one courses.

Comments

Twelve teachers were employed at the school during the week of the inspection. One teacher was not teaching on either of the two days of the inspection and was not 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.	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.	Strength

Comments

T23 Teachers mostly had a good knowledge of linguistic systems and were able to model and explain language effectively. Teachers of higher-level classes spoke naturally to challenge students. Word stress was frequently marked and there was good use of phonemic script. There were a few examples of poor spelling and insufficient attention to pronunciation in some cases.

T24 Plans indicated that teachers knew students well and had taken individual needs and interests into account. Anticipated problems and solutions were included in the plans. The content of examination preparation classes was relevant and made explicit to students.

T25 Lesson objectives were written on the board in nearly all cases and weekly plans, including learning outcomes, were displayed in the classroom. There was a strong focus on grammar and plans included plenty of opportunities for free practice of the target language.

T26 Teachers used a range of useful techniques, including predicting, mind maps, description games, and concept checking questions. Some techniques, for example reading aloud and pre-reading tasks, were not sufficiently purposeful.

T27 There were examples of good use of the whiteboard, with target language clearly set out, and coloured pens used to highlight important points. Information was sometimes posted on walls to give impetus to lessons. Appropriate resources were used for one-to-one lessons.

T28 Teachers had a good range of correction techniques, including delayed correction, and students correcting themselves and each other. There was good individual monitoring during speaking activities. In some cases fluent speakers were under-corrected.

T29 Exercises were used to check learning. New words listed on the board were reviewed to check that students had understood and could use them correctly. There was little reference to previous learning or attempts to recycle language.

T30 Overall there was a relaxed but purposeful learning atmosphere in nearly all classes. There was good pace and students participated actively in the lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory, with the majority of lesson segments observed being satisfactory. Teachers mostly had a good knowledge of linguistic systems and were able to adapt their language to the students' level. Lesson content was suitable for the age, needs and cultural background of the students and led to relevant learning outcomes. Teachers had a good range of techniques, although not all were sufficiently purposeful. Appropriate feedback was provided to students; however, there was insufficient correction in some cases. Opportunities to evaluate learning were included. Teachers established a good rapport with their students and succeeded in creating a positive learning atmosphere.

Welfare and student services

Care of students	Met
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met
W5 Where relevant, students receive a 24-hour emergency contact number for the	Met

provider, in writing.	
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

W2 An emergency plan exists, but it does not fully address specific requirements and roles in the event of a major incident.

W3 There is a named welfare officer and her photograph is on noticeboards around the school together with other staff, all of whom have a pastoral role. The welfare officer and the teamers provide high levels of care for both the adult students and the U20 students. The welfare officer meets each of the under 18 students in adult classes once a week; attendance is compulsory. Teachers are alerted with a notice in their file if they have a student under 18, along with a reminder to notify reception at once if the student is not there at the start of class. Students in the focus group identified the staff responsible and said all staff were very helpful and approachable.

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

W9 The three homestays visited were of a very high standard, offering good facilities in clean comfortable houses with friendly hosts who were aware of their role and responsibilities. All homestays are located within 30 minutes' journey time of the school. The apartments are very conveniently located and offer basic but appropriate facilities.

W11 The accommodation officer has a close relationship with all the hosts and monitors all homestays carefully through feedback and direct communication as well as visits. She inspects all homestay accommodation at least every two years, and often more frequently, especially if there have been concerns expressed in student feedback. Fire risk assessments and annual gas safe certificates are in place for all homestays. The school has produced an effective template for fire risk assessments, which helps hosts to brief students on fire risk arrangements.

W13 All students in accommodation provided by the school are asked directly on their first day if they are fully satisfied. This is followed by a more detailed questionnaire in the middle of the first week and another questionnaire on their last day. Both questionnaires are very well designed and ask specific questions about the nature of the service provided, rather than just the level of satisfaction. There was clear evidence of action being taken as a result.

W14 Homestay providers are given written guidelines, terms and conditions and confirmation of bookings which are presented clearly and accessibly. Requirements with regard to safeguarding training and updates, gas and fire safety checks, DBS and references are made very clear. All the hosts visited were fully aware of their responsibilities in these areas and commended the professionalism of the service.

<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	
None.	

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	

Leisure opportunities	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
<p>W24 There are separate leisure programmes for adults and U20s, organised by the leisure co-ordinator and the teamer co-ordinator respectively. The extent of the programmes and the content is appropriate to the age and interests of the students. For the U20 programmes in particular, activities are linked to classroom teaching. Adult students are consulted and requests are integrated into the programme if appropriate.</p> <p>W25 Both programmes are well organised by the leisure co-ordinator and the teamer co-ordinator. A budget is available. Additional or alternative events can be organised as a result of student requests.</p> <p>W26 There are very thorough risk assessments for all events. They are actively used and signed for by the person leading the activity. The risk assessment form includes a report section so that points can be noted for future similar events.</p>	

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.	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.	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	

Under-18 students are enrolled either on the U20 programme for 14–17 year olds or on the adult programme (16/17 years old). All under-18 students are accommodated in homestay or with their own family.

S3 There are a number of parental/guardian consent forms: for travelling in London, agreement to school rules, permission for free time and health care. The health care form does not include permission for treatment in the case of serious medical emergencies. Collectively, the information on the consent forms does not make explicit the extent of unsupervised free time. The forms would benefit from further review and consolidation.

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	August 2014
Subsequent spot check (if applicable)	August 2015
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	October 2016
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	Sprachcaffe Languages Plus, Brighton
Other related non-accredited schools/centres/affiliates	Summer centres in Brighton, Weymouth, Eastbourne, Bournemouth, and London Bushey. English language schools in USA, Canada and Malta. Foreign language schools in Canada, France, Morocco, Spain, Cuba, Germany, Italy, and China.

Private sector

Date of foundation	1990
Ownership	Languages Plus London Limited 135 King's Road, Brighton BN1 2HX Company number: 5270255 Ultimate holding company: Sprachcaffe Schweiz, Switzerland
Other accreditation/inspection	N/a

Premises profile

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

the inspection		
Student profile	At inspection	In peak week: July (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	42	53
Full-time ELT (15+ hours per week) aged 16–17 years	6	42
Full-time ELT (15+ hours per week) aged under 16	7	83
Part-time ELT aged 18 years and over	50	0
Part-time ELT aged 16–17 years	1	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	106	178
Junior programmes: advertised minimum age	14	14
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Japanese	Italian, German, Spanish, Japanese
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	21–49	20–39
Adult programmes: typical length of stay	2–40 weeks	2–40 weeks
Adult programmes: predominant nationalities	Brazilian, Saudi Arabian, Japanese, Thai	Italian, German, Japanese, Korean

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	12	15
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT under 19 hours a week	6	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	0	
Total number of support staff	7	

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 principal/DoS was not scheduled to teach during the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	3
TEFLI qualification	9
Holding specialist qualifications only (specify)	0

Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	12
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	7	9
Private home	0	0
Home tuition	0	0
Residential: self-catering apartments	4	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	1	2
Staying in privately rented rooms/flats	83	0
Overall totals adults/under 18s		
	95	11
Overall total adults + under 18s	106	