

Organisation name	English Language Centre, Bristol
Inspection date	30–31 March 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.

Summary statement
<p>The British Council inspected and accredited The English Language Centre, Bristol (ELC Bristol) in March 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).</p> <p>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.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

The English Language Centre Bristol (ELC Bristol Limited) was established in 1969. It was a family-run school for many years, and, prior to that, it was run by a group of teachers. However, on 1 July 2022, ELC Bristol, together with its owners/directors, its senior staff and all the teachers and admin staff who were working at ELC at the time, became part of the new Clifton College Education Group. There has been no change in ELC's management since the last inspection (2018), as the directors, principal, academic director, director of studies (DoS) and registrar have all continued to be employed during and since the pandemic. Since joining Clifton College, ELC has been supported by a new ELC Board of Directors, the College's HR, Health and Safety, Safeguarding, Finance, Marketing and Estates departments.

ELC continues to run general English courses and examination preparation courses for IELTS (Academic) and for other external general English examinations. Approximately eighty five percent of students are placed in the school by established language-travel agents, most of whom have been working with the school for many years. This compliance-only inspection was carried out by two inspectors over two days. The inspectors held meetings with the headmaster (Clifton College), the directors of ELC Bristol, the principal, the academic director, the DoS, the registrar, the self-catering manager, the homestay assistant, the social programme manager, a residence manager and the people operations partner, the people operations co-ordinator, the learning and development partner, the director of safeguarding (all Clifton College). A focus group meeting was held with the teachers, and another with a group of students. All of the thirteen teachers timetabled to teach during the inspection were observed. One inspector visited two residences and one homestay in person; a second homestay visit was conducted remotely.

Address of main site/head office

1 The Avenue, Clifton, Bristol BS8 3HG

Description of sites visited

ELC Bristol moved to a new purpose built four-storey building in July 2022. There are 15 classrooms, a resource centre (MMC), a student common room, canteen, garden area, teachers' room, 6 offices of varying sizes and ample storage space. Most classrooms can accommodate 14 students, some 12 and one accommodates 10. The building has two stairwells and a lift with disabled access. During the summer courses the school will use a second site on the Clifton College Campus.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" 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

All courses are full-time general English classes at all levels except beginners, with 21 hours of classroom time per week for all students. Lessons are every morning and on four afternoons a week. Courses include preparation for external examinations. One-to-one classes are offered but none were running at the time of the inspection. Students aged 16 and 17 are enrolled on adult courses.

Management profile

The director has overall responsibility for all areas, working closely with the principal, the academic director, the DoS and the pastoral lead. The director reports to the ELC board. Teachers report to the academic director and the DoS; administrative staff report to the ELC principal.

Accommodation profile

Four types of accommodation are offered: homestay half-board for adults and under 18s throughout the year; self-catering in student houses and flats for students aged 18+ throughout the year; self-catering for over 18s in an 'over-18s summer residence' during the summer months only; residential half-board accommodation for under-18s in a 'young adult summer residence' during the summer months only.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and staff. The structure of the organisation is well established, communication is good and student administration is carried out efficiently and effectively. Publicity is clear and accurate.

Premises and resources

The provision meets the section standard. The premises are in a very good state of repair and provide staff and students with a bright, clean and comfortable place to work and study. All classrooms are suitable and there is a wide range of teaching and learning resources available.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile which is well matched to the context. Course design and learner management are effective. Teachers receive good support, and overall courses are managed to provide the maximum possible benefit to students. 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 well met. The homestay and residential accommodation provided is suitable and appropriate systems are managed effectively. Students have access to a variety of well-organised social, cultural and sporting activities and events.

Safeguarding under 18s

The provision meets the section standard. Safeguarding policies and procedures are sound. There are good arrangements for the safeguarding of students aged under 18 within the school, during out-of-class activities, outside school hours and in their accommodation.

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 a clear statement on the website and in all school literature describing the school's goals, values, and mission. Plans and objectives for ELC Bristol as part of Clifton College are careful, measured, and realistic, with clear time frames in which to achieve them. The structure of the organisation is easy to understand and works very well with pictures of staff and their roles displayed throughout the school. Communication is very effective, and staff felt well informed and included in decision making. There are good systems in place to collect feedback from students in writing, as well as through meetings and conversations. Staff feedback is collected both informally and through structured meetings and feedback sessions; all feedback is collated and analysed into useful graphs and charts and used to inform future development. A detailed self-evaluation document is in place and up to date.

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 generally well covered and made known to staff through handbooks and contracts of employment. Job descriptions are in place for all members of staff and are dated and reviewed regularly. Recruitment procedures are good and staff records sampled had all the required documentary evidence in place. Induction procedures are thorough and effective as are appraisal procedures. All staff are engaged with continuous professional development and are offered a variety of opportunities.

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 always accessible 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

Students commented very positively on the helpfulness and friendliness of all staff, and excellent customer service is at the centre of the ethos of the school. Pre-arrival advice and guidance is personalised and communication with prospective students is thorough. The systems for enrolment, cancellation and refunds are appropriate and records of payment and course details are up to date. Absence and lateness policies and procedures are in place. Conditions under which a student may be asked to leave the school and the complaints procedure are clearly communicated to students.

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.	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.	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 the website with downloadable and printed brochures.

The website is attractive, easy to navigate, and all the information gives rise to realistic expectations. Information on courses is well presented and easy to find with all content written in accurate and accessible English. Costs of tuition, additional materials, exams, leisure programme, the level of care and support given to students aged under 18, and accommodation, are all clearly stated.

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.	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	

The building is in a very good state of repair and decoration and provides a comfortable and professional environment for work and study. Classrooms are suitable and there is plenty of space, including outdoor areas, for staff and students to work and relax. Water is available throughout the building as well as a canteen providing fresh, reasonably priced food. Signage is clear; attractively presented noticeboards and a screen give students up-to-date information.

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.	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	
There is a good selection of learning resources for both students and teachers, mostly paper based. Resources include a good bank of in-house materials which teachers regularly contribute to. Students have access to computers and self-study materials in the MMC, and support and guidance on best use of the resources is offered. Technology available to teachers is adequate at present and is currently being upgraded. Review and development of teaching resources is mostly carried out on an on-going basis. Teachers in the focus group were very satisfied with the resources available to them.	

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 members of the current teaching team except one have a Level 6 qualification. A rationale was provided for this teacher which was accepted in the context of the inspection due to their extensive engagement with post-school learning and many years of relevant prior teaching experience. All teachers have relevant ELT/TESOL qualifications. The teaching team has a range of knowledge, experience and skills which is very well matched to the school and the students. Both academic managers are TEFLQ with many years of relevant teaching and management experience.	

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	
The academic managers have a very good knowledge of the teachers' experience and skills, and teachers are matched appropriately to courses. The timetabling of students, teachers and courses is straightforward and managed well. Cover arrangements are good. Information and guidance on managing continuous enrolment is limited but appropriate to the context of the current range of courses. The teacher focus group confirmed that the academic managers are available and supportive, and it was apparent that the academic management structure also encourages teachers to support each other. There are 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.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

Course design is primarily coursebook based for the general English and examination courses, supported by a syllabus planner for all levels. Evidence was seen of regular review of course design, and learning outcomes are made known to students. Learning strategies are included in course design through the coursebooks in use and the syllabus planner.

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

Procedures for the placement of students and the monitoring of their progress are clear, effective, and well managed. Placement testing is thorough and comprehensive and feeds into the ongoing assessment and support of students. Assessment and monitoring of students is integrated into courses and forms part of the individual tutorials students are offered. Leaving certificates and progress reports are given to students and advice regarding examinations and access to mainstream UK education is readily available.

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	All

Comments

None.

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.	Met

Comments

T23 Teachers provided accurate models of spoken and written language. Generally, the illustration of grammatical structures and of lexis was satisfactory. Some teachers managed students' questions about lexis and grammar more efficiently than others. There was evidence in better lesson segments of sound knowledge of phonological systems: for example, use of phonemes and stress and intonation marking.

T24 Teachers devised plans which drew on the course objectives. Students' profiles provided detailed information about the students' strengths and weaknesses. The lesson content was usually based on an appropriate coursebook. In stronger segments, teachers developed and personalised the topic to consider the students' needs, interests, and their cultural backgrounds.

T25 Plans stated learning outcomes and these were generally achieved by means of well-staged activities. There was evidence in some lessons that the outcomes had been made known to students at the start of the lesson, and learning outcomes were displayed on all classroom walls. However, plans generally did not indicate how outcomes would be reviewed and evaluated at the end of the lesson.

T26 In general there was a very good range of techniques in evidence, including good questioning, prompting, checking of meaning and instruction giving. There were some examples of effective pronunciation practice. However, in some lessons students were not given enough controlled speaking practice and in the weaker segments, opportunities to concept check understanding and check understanding of instructions were sometimes missed.

T27 The management of seating arrangements, pairing, and grouping encouraged student interaction. Resources being effectively used included coursebooks, handouts, whiteboards, mini-whiteboards. Generally, whiteboards were well organised but, in some cases, new vocabulary and explanations were written up randomly and students were struggling to identify what they should be noting down and recording.

T28 Teachers mostly monitored well, and students received feedback on tasks, though at times opportunities to challenge students further and pick up on pronunciation errors were missed. Teachers gave frequent encouragement and praise, and some used a good range of correction techniques, including promoting self- and peer-correction, effective use of gesture and delayed feedback.

T29 Lesson plans included activities to assess whether learning had taken place but sometimes opportunities to test out use of new language were not included. Reference was made to previous learning and in the strongest segments, this was very effective.

T30 Overall, teachers created a positive learning atmosphere and a sense of purpose; in most cases, there was excellent rapport between the students themselves and with their teachers. In some segments, too much teacher talking time resulted in less meaningful interaction and fewer opportunities for students to use and practise language, but generally students were attentive, engaged and learning and clearly enjoying the classes.

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. Detailed student profiles were in place, and most lessons were logically staged with clear outcomes. A range of teaching techniques was confidently used, and the learning environment was well managed. All teachers were friendly and supportive, and students were fully engaged with their learning.

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	
Measures are in place, based on thorough risk assessments, to ensure the safety and security of all students within the premises and for all off-site activities. Students receive a high standard of pastoral care and there are effective policies to promote tolerance and respect. A wide range of useful information is made available to students before and during their stay. Health care provision is very good.	
Accommodation (W9–W22 as applicable)	
<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	
ELC provides suitable residential and homestay accommodation. Efficient and effective systems are in place to provide detailed information about the accommodation in a timely manner, for gathering feedback from students, and for identifying and resolving any problems. Accommodation providers receive clear information about the requirements and feel well supported. Student feedback on the provision is very positive.	
<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.	Met
Comments	
Clear, detailed and helpful information on renting private accommodation is provided on the website.	
Leisure opportunities	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	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 receive information about local social and cultural activities. A good range of activities, many of them free, is organised each week. Students also have access to the college swimming pool and gym. Risk assessments are conducted and ELC staff accompanying trips are very well briefed. Staff supervising sporting and leisure activities have appropriate experience, qualifications, and training.	

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.	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

The minimum enrolment age is 16. During the academic year there are few under 18s in the school: approximately three per cent at any one time. There are more younger students in the summer (mid-June to the end of August): up to 30 per cent. At the time of the inspection there were three students aged under 18 enrolled. Two were accommodated together in a homestay; one was staying with a relative in accommodation arranged by the parents. ELC has a comprehensive safeguarding policy covering all the required areas. Staff and accommodation providers have appropriate training. Parents and guardians receive detailed information about the level of care provided; the parental consent form contains all the necessary information. Safer recruitment procedures are rigorously followed, and records are well maintained. Accommodation arrangements are suitable. The level of supervision within the school and during out-of-class activities is appropriate to the age of the students. There are clear rules, supported by risk assessments, for what students may do outside the scheduled lesson or activity times and without supervision. Effective measures are in place to enable 24-hour contact between the school, parents and guardians if required.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it always operates 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	1983
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	N/a

Private sector

Date of foundation	1969
Ownership	Clifton College Charity number 311735, Royal Charter number RC000124
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	Summer Centre: Clifton College, 4–5 Worcester Road, Clifton BS83JL

Student profile

Student profile	At inspection	In peak week (2022): July
	At inspection	In peak week
ELT/ESOL students (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	112	102
Full-time ELT (15+ hours per week) aged 16–17 years	3	65
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
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	115	167
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	17–24
Adult programmes: typical length of stay	12 weeks	6 weeks
Adult programmes: predominant nationalities	Swiss, Korean, Turkish, Saudi Arabian, Dutch	Swiss, Spanish, Turkish, Saudi Arabian, Italian

Staff profile

Staff profile	At inspection	In peak week July (organisation's estimate)
Total number of teachers on eligible ELT courses	13	22
Number teaching ELT 20 hours and over a week	6	

Number teaching ELT under 20 hours a week	7	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	7	
Total number of support staff	Clifton College support staff	

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	
Academic managers are timetabled to provide cover if necessary but were not teaching in the week of the inspection.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	5
TEFLI qualification	8
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	13
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	58	2
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	41	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	1
Staying in privately rented rooms/flats	13	0
Overall totals adults/under 18s	112	3
Overall total adults + under 18s	115	