

Organisation name	Essential English Centre, Manchester
Inspection date	17–18 October 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.

Summary statement
<p>The British Council inspected and accredited Essential English Centre, Manchester in October 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.</p> <p>Strengths were noted in the areas of staff management, student administration, teaching, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

The school was founded in 2012 by the current owners, who are also the directors. Each takes responsibility for different areas of the business, but both work full-time at the school. The school has been in the same premises since it started, although it has used different configurations of rooms to suit changing demands.

Both directors are TEFLI, and both have experience of other areas of work and business, which they apply to their school. They have also made use of external specialists to advise on certain areas of the business (for example, human resources, assessment and safeguarding) and belong to various networks of business and ELT in Manchester and beyond.

Since the last inspection, a new accommodation and student services manager has been appointed (2016) and shortly before the inspection, a new director of studies (DoS), in August 2018.

The inspection took place over one and a half days. Interviews were held with the two directors, the DoS and the accommodation and student services manager. Meetings were held with students and teachers. All teachers teaching during the inspection were observed, once by each inspector. One inspector visited two homestay providers and one residence.

Address of main site/head office

Gainsborough House, 109 Portland St, Manchester M1 6DN

Description of sites visited

The school is in the centre of Manchester, on the second floor of a building of historic and architectural interest. It is close to all city centre amenities, such as the metro, train station, cafés and restaurants.

A lift (or stairs) leads to the second floor, where the school is arranged in two sections, one either side of the lift. Each side is accessed by keypad entry. Across the two sections there are seven classrooms, a computer room, and a student lounge, as well as a student games room. There is a room for staff, with comfortable seating and lockers, two kitchens (one for staff and another for students), and separate sets of toilets for staff and students. A general office is used by the directors, the DoS and sometimes by the teachers.

At the time of the inspection, building and renovation work in the building was nearing completion.

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 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The majority of the provision is general English, with classes of 15 hours per week run in the mornings. Levels from elementary to advanced are offered. Students can choose to combine their general English course with another ten hours a week in the afternoons. Options available are: 'Language for Life' (a functional-skills based course), examination preparation classes, business English or English for specific purposes (e.g. English for teachers). The school also offers one-to-one classes when requested.

Students aged 16–17 are enrolled on adult courses. At the time of the inspection two of the 29 students were under 18.

Juniors, aged 12–17, are accepted, but only if they arrive in closed groups. These courses generally take place in the summer.

Accommodation profile

The school provides accommodation in homestays and residences. The homestays are all situated within 30 minutes' travelling time of the school. Self-catering residential accommodation is offered to adults only (over 18s). Accommodation in the two university residences used by the school is arranged in apartments of three to seven single rooms with ensuite bathrooms, and shared kitchen facilities. The residences are within walking distance of the school.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The goals and values of the school are clear, the staff are managed well, review and evaluation is carried out systematically. Student administration is managed in a very friendly, flexible and effective manner. Publicity is clear. *Staff management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation, with some very attractive student areas. A range of learning resources is available, appropriate to the needs of the students and guidance is provided on their use.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff are appropriately qualified and have a professional profile well suited to the needs of the students. Teachers receive sufficient guidance to ensure they support students in their learning. Courses are clearly structured and the teaching observed met the requirements of the Scheme. *Teaching* is an area of strength.

Welfare and student services

The provision meets the section standard. The premises provide a secure environment, pastoral care is well provided for, and accommodation systems are well managed. An appropriate leisure programme is provided, with good information available on what to do in Manchester.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There are good arrangements for the safeguarding of students under the age of 18 in the school, on leisure activities and in accommodation. *Safeguarding under 18s* is an area of strength.

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.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Strength
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.	Strength

Comments

M1 Clear organisational goals and values are detailed in staff and student handbooks, simply and well. The directors have involved other key staff members to ensure the statements reflect organisational values.

M5 Procedures are thorough. Feedback is collected systematically and regularly and all key staff read and sign the forms. Issues are followed up promptly and any action taken is logged. A spreadsheet is produced documenting overall trends.

M7 Regular self evaluation is a key component of the organisation's ethos. The directors meet monthly and annually to review their goals, achievements and plans, using feedback from staff and students to inform their decisions.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
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.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M8 Human resources policies are thorough and robust. An external consultant has provided advice in formulating policies that have then been adapted to meet the specific needs of the organisation.

M10 An external human resources professional has provided advice, and recruitment procedures are very clear and thorough. There is evidence of the procedures having been followed in the recent recruitment of the DoS.

M12 Policies for monitoring and appraising staff are very good. Annual appraisals set SMART targets, which are followed up, and the procedures for dealing with unsatisfactory performance are clear. Recent evidence showed these procedures being followed effectively.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Strength
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.	Strength
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 Staff and students commented on the very good level of customer service offered. Cover arrangements are effective and customer care is taken seriously, with training provided. The customised database is easy to use.

M15 Students receive a great deal of personalised information from the school, with considerable correspondence between the student and the administrative team and the DoS to ensure that students are well informed about possible courses.

M16 All policies are clearly stated on the website and at enrolment, but staff are also able to be flexible and take students' individual situations into consideration.

M19 School attendance and punctuality procedures are very good, and explained in staff and student handbooks, as well as at induction. Absences are followed up with a personal email, showing concern rather than criticism.

M20 A clear procedure for dealing with unsatisfactory behaviour is explained in staff and student handbooks. An appropriate three-stage process is described. Evidence of its efficacy was available, when the unacceptable behaviour of a student was dealt with clearly, fairly and effectively. (See W4.)

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.	Strength
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

The main medium of publicity is a website, but the school also uses a brochure (predominately with agents) and a variety of social media.

M22 The website gives rise to entirely realistic expectations and great care has been taken to ensure it is clear, honest and transparent. Testimonials are identified and up to date and one of the directors carefully monitors social media.

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.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P3 The provision for students' relaxation is generous. Students have two large rooms where they can relax and eat their lunches, as well as play games and watch television.

P4 A drinks machine and water cooler are available in the student lounge and in addition students have the use of a small kitchen to make drinks and heat up food. There are also a number of food outlets within a few minutes' walk of the school.

P6 Teachers use their classrooms or the general office to prepare lessons, and have a small separate room for relaxation and for storing their belongings, so the provision is adequate. However, the office is not large enough for all the teachers to work in at the same time, which restricts the informal exchange of ideas.

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	Met

resources, and evidence of its implementation.	
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Comments

All the applicable criteria in this area are fully met.

Teaching and learning

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

Comments

T1 A rationale was accepted for a teacher without a formal Level 6 qualification in the context of this inspection. He has qualifications in a different field, where he worked as a manager.

T3 Teachers have a good range of academic and other qualifications, appropriate in the context of a school with examination preparation classes and students planning for work or further academic study.

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

Comments

T6 Although lessons are generally timetabled at specific times, flexibility is possible to allow for the individual needs of specific students, for example practising Muslims or students wanting classes to suit their work commitments.
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T10 Arrangements for observation are good. New teachers are observed within the first two weeks, and every six months thereafter. Comprehensive observation forms set teachers SMART targets. The newly appointed DoS has also done short, informal observations to get to know the teachers.

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	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.	Strength
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T11 The language approach is communicative, which is explained to the students in their handbooks. A comprehensive syllabus for all levels A1 to C1 is based around 'can do' statements and planned in blocks of 12 weeks. Links to coursebooks and other materials, including websites, are also provided.

T15 Study and learning strategies are included in the course outlines. Students are given individual exit tutorials with the DoS, where strategies for further study are discussed and access to an online learning platform is given.

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.

Strength

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.

Strength

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

T18 A robust approach to assessment has been designed with input from an external specialist. Students' progress is monitored and recorded on a weekly basis, and individual tutorials offered regularly, where students complete a self-assessment form and are set individual targets.

T20 Staff have considerable experience of the various exams offered and are able to guide students to the most appropriate choice, depending on their level of English and reasons for needing a qualification.

T21 All students receive a detailed, professionally presented report. However, the language used is sometimes too complex and would benefit from being presented more clearly.

Classroom observation record

Number of teachers seen	4
Number of observations	8
Parts of programme(s) observed	General English, IELTS preparation, Language for Life, ESP (English for teachers)

Comments

None.

Teaching: classroom observation

Area of strength

T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.

Strength

T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.

Strength

T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.

Strength

T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.

Met

T27 Teachers promote learning by the effective management of the classroom environment and resources.

Met

T28 Students receive appropriate and timely feedback on their performance during the lesson.

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 demonstrated a sound knowledge of language with good lexical awareness and the ability to model clearly and accurately. Helpful information such as parts of speech were noted in board work, and teachers were aware of potential interference from students' first languages.

T24 All lesson plans had detailed student profiles, revealing awareness of students' linguistic, affective and motivational needs. Needs analyses, completed at enrolment, were taken into account.

T25 Learning outcomes were noted and checked, and lessons were well staged so that students moved towards achieving these outcomes.

T26 A variety of appropriate techniques was seen, including elicitation, listening practice, and some drilling, although activities were generally conducted through the teacher, with some opportunities missed for student-to-student interaction.

T28 Teachers encouraged students well, and dealt with some errors.

T30 There was a serious, but positive learning atmosphere in all lessons observed and students were working hard. It was clear that teachers knew their students well and were able to amend activities accordingly, using language appropriate to their level.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with the majority being good. Teachers displayed a good awareness of linguistic systems, knew their students well and made good use of students' needs analyses. The learning aims of each lesson segment were clear in all the lessons observed. A variety of teaching techniques was seen, although lessons were sometimes teacher centred and error correction techniques were somewhat limited. In all the lessons observed, there was a positive, serious and purposeful 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.	Strength
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

Comments

W2 There is a comprehensive emergency plan in place which proved effective when implemented.

W3 There is very good provision for pastoral care with all staff, hosts and group leaders encouraged to be aware of students' pastoral needs. Tutorials include a pastoral aspect. Specific arrangements are in place for 16 and 17 year-olds on adult courses. Students in the focus group spoke very highly of the approachability of staff and the support provided.

W4 Comprehensive policies are in place. Tolerance and respect are part of the school's ethos and are clearly expressed in the student handbook and on noticeboards. Evidence of the implementation of these policies was noted. (See M20.)

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.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students	Met

have with their accommodation.	
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
W11 All aspects of safety and security are clearly documented, and dates for visits and for Gas Safe certificate renewal are easily identified. Registers contain comprehensive information on host, home and previous student feedback to aid placement.	
W12 Confirmation letters are detailed, with personalised information on the host and family, and for residence bookings, photographs of rooms and facilities.	
W14 The rules, terms and conditions are presented clearly and accessibly in the homestay agreement and are confirmed with every new booking.	
Accommodation: homestay only	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met
Comments	
All the criteria in this area are fully met.	
Accommodation: other	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
All the applicable criteria in this area are fully met.	
Leisure opportunities	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met
Comments	
W23 The accommodation and student services manager provides a very good service advising students on events in Manchester that they would not otherwise be aware of, giving information on travel options and helping book tickets if required.	
W25 The leisure programme is very well organised. Teachers are involved in accompanying activities and there is evidence that the school is responsive to student requests.	

Safeguarding under 18s

Safeguarding under 18s	Area of strength
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.	Strength
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.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Strength
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

There were two students under the age of 18 during the week of the inspection. On average 12 per cent of students on the adult courses year round are 16 and 17 year-olds. The school also accepts closed groups of 12 to 17 year-olds accompanied by group leaders and had hosted one group this year. Students under 18 are accommodated in homestay accommodation.

S1 A comprehensive and detailed policy is in place and includes age differentiation and staff and student codes of conduct.

S5 There are good arrangements in place, which include clear attendance procedures and regular support for 16 and 17 year-olds on adult courses. There was evidence of well thought-through use of the premises when these are shared by students who are under 16 and those over 18.

S6 Arrangements are clearly stated in documentation signed by parents and group leaders. Students are made aware of the rules at enrolment and at induction, and hosts receive an update with each booking.

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	2014
Last full inspection	2014
Subsequent spot check (if applicable)	2015
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	August 2012
Ownership	Name of company: The Essential English Centre Ltd Company number: 8515838
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 the inspection and not visited	N/a

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	27	89
Full-time ELT (15+ hours per week) aged 16–17 years	2	25
Full-time ELT (15+ hours per week) aged under 16	0	6
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	29	120
Junior programmes: advertised minimum age	N/a	12
Junior programmes: advertised maximum age	N/a	17
Junior programmes: predominant nationalities	N/a	Omani
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–35	18–35
Adult programmes: typical length of stay	8 weeks	8 weeks
Adult programmes: predominant nationalities	Swiss, Saudi, Italian	Swiss, Saudi, Italian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	4	8
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 19 hours a week	0	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	1	

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 DoS does not have a teaching timetable.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	4
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	6	2
Private home	0	0
Home tuition	0	0
Residential	6	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	8	0
Staying in privately rented rooms/flats	7	0
Overall totals adults/under 18s	27	2
Overall total adults + under 18s	29	