

Organisation name	LAL Torbay
Inspection date	20–22 June 2018

<b>Section standards</b>	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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

<b>Recommendation</b>
We recommend continued accreditation.

**Summary statement**

The British Council inspected and accredited LAL Torbay in June 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](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers courses in general and professional English for adults (16+), vacation courses for under 18s and closed group courses for under 18s.

Strengths were noted in the areas of student administration, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

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

## Introduction

LAL Language Centres is owned by FTi GmbH, a large German tour operator, whose director founded the LAL school in Torbay over 30 years ago. LAL Torbay is part of a group with schools in London, Malta, South Africa and the USA, as well as a partner school in Dublin which is independently managed. LAL also runs a separately accredited seasonal multicentre operation. The LAL head office is located in Twickenham, although head office functions are split among three sites, with admissions and accounts based in Malta and communications and design based in Torbay. The majority of students come through agents.

The inspection took place over three days. Meetings were held with the chief operations officer, the general manager, the operations manager, the operations co-ordinator, the client relations manager, the academic manager, the senior teacher, the head of young learners (YLS), activity staff and overseas group leaders. Two focus group meetings were held with students and one with teachers. All teachers timetabled during the inspection were observed. One inspector visited four homestays and the residential accommodation.

## Address of main site/head office

Conway Road, Paignton, Devon TQ4 5LH

## Description of sites visited

LAL Torbay occupies a purpose-built school building, close to the town centre. There are five floors with 27 classrooms of various sizes, an internet study room with a library, a student café and lounge, an adult lounge, offices, a teachers' room and a partly-paved garden.

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 checked="" type="checkbox"/>	<input checked="" 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 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 school offers general English and business English courses for adults (16+) of 15 and 22.5 hours per week. Short courses for closed groups of young learners (10–17) are run year round. Vacation courses for young learners (10–17) take place from late June to August and consist of 15 hours tuition and a full programme of activities. Adult courses include specialist German school-leaving examination preparation for teenagers, preparation for IELTS and for external English language examinations, English for medicine and English for travel and tourism.

## Accommodation profile

Students are offered homestay and residential accommodation if over the age of 18. All students under 18 are placed in homestay accommodation. Guest houses and small hotels are also available to adult students if required. Four homestays and the self-catering residential accommodation were visited. Most of the homes are within walking distance or a short bus ride from the school. The school uses some hosts who live in the nearby town of Torquay. These hosts are in the main used by the closed groups who request to stay there. They are transported to school by their own coaches.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals and values. However, there are some areas in publicity which need to be addressed. *Student administration* is an area of strength.

### Premises and resources

The provision meets the section standard. The premises provide staff and students with a comfortable and professional environment for work. Student relaxation facilities are of a good standard. Some classrooms are limited

in space. A range of learning resources is available, appropriate to the age and needs of the students. There is a good selection of methodology books for teachers, and support in the use of online resources for both students and teachers is efficient.

### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are appropriately structured and managed to meet the learning needs of the students. 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. Arrangements to ensure students' safety and security on school premises are in place. There is a good provision for the pastoral care of students. Accommodation in homestays and the residence is suitable and in both cases is well managed. The leisure programmes for the different age groups are well organised, well resourced and allow students to get to know the town, its amenities and surrounding area very well. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. Care of under 18s is given a high priority in the school and systems and procedures to ensure the safeguarding of the young students on and off the school premises are well thought out and well implemented. Staff are appropriately trained. Suitability checks are carried out, and all other aspects of safer recruitment are met. Group leaders are clearly informed of their safeguarding responsibilities and are well supported. *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.	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.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	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.	Met

### Comments

M3 There are clear organograms in place relating to the school and the wider organisation. Cover arrangements are well documented and managed efficiently by staff who have been trained to fulfil additional roles. Record keeping is accurate, up to date and consistent.

M4 Channels of communication are effective; there are regular minuted meetings at all levels within the school and across the wider organisation. Staff with similar roles communicate between schools. Policies and procedures are documented on the school's online platform, which is accessible to all staff. There is a newsletter for homestay hosts and open evenings are organised. Staff reported that the procedures for communication are efficient.

M5 Students complete online initial and end-of-course questionnaires and there are clear procedures for follow-up action. Additional feedback is sought at the regular tutorials for longer-stay students and is clearly documented. Any verbal feedback is noted on the student's electronic file together with action taken.

M6 An anonymous online staff survey has recently been introduced by the chief operations officer. Feedback was discussed at the senior management meeting and disseminated to all staff through the monthly newsletter. Staff also complete an exit questionnaire. However, some returning seasonal teachers stated they had never done this.

<b>Staff management and development</b>	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.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	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.	Strength

#### Comments

M11 All staff are provided with a thorough induction which consists of online and face-to-face training. Checks are in place to ensure information has been understood and induction time is paid.

M12 Appraisals take place in the autumn and cascade down from the chief executive officer. All permanent staff have been appraised, but staff not employed at this time of year do not have an opportunity for a review. There is a six-month probation period for administrative staff.

M13 Mandatory training for individual roles is carried out on the staff online platform, where updates in procedures are also made available. Training needs are identified during appraisals and opportunities to attend outside events are made available. Academic staff are actively involved in running continuing professional development (CPD) workshops. The CPD programmes are drafted in consultation with teachers and in response to observations. Peer observations have been arranged of the TEFLQ teachers. There is a budget and financial support to upgrade qualifications.

<b>Student administration</b>	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.	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.	Strength
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.	Strength

#### Comments

M14 Students and group leaders commented on the approachability and friendliness of staff. Staff are trained to cover additional roles and extra staff are employed during peak times.

M15 Advice is provided through the website and printed brochures. Enquiries can be handled by an online chat facility which allows questions to be directed to the relevant team. There is a comprehensive first day induction and staff are always on hand to answer any questions.

M19 The rules on attendance are made clear to students and staff at induction and on noticeboards around the school. Attendance is recorded systematically and regular reports are generated. Any under 18 absences are followed up immediately. Students whose attendance is poor receive a written warning and may not receive their certificate if no improvement is noted.

M20 The customer satisfaction policy sets out the complaints procedure and includes the ultimate option of a complaint to English UK. It is available on the website and is displayed around the school. Written evidence was seen that all complaints are followed up systematically and action taken is communicated to the complainant.

<b>Publicity</b>	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,	Met

accurate and accessible English.	
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.	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.	Not met

#### Comments

The publicity consists of a website, brochures for adult and young learner courses, and social media. Both the website and the brochures have embedded pages relating to the Torbay school. The website is the main form of information and the brochures are supplied to the school's agents.

M24 For many courses there is a lack of clarity as to the actual class size, as these are expressed as a range. On the dates and fees page it is not clear which courses increase their maximum class size to 15 in the summer period. There is a discrepancy on junior course pages, both on the website and in the brochure, as to the minimum age. Outline descriptions of courses are available but there is no reference to objectives at the different levels.

M25 Not all examination fees were included, but these were added during the inspection. This is no longer a point to be addressed.

M29 In the adult brochure on the Torbay page, teacher training courses that are validated by another body were listed next to the Accreditation Scheme marque.

### Premises and resources

<b>Premises and facilities</b>	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.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Not 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.	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 spotlessly clean throughout. The relaxation space for students consists of a large cafeteria, with access to well-maintained grounds with seating and a covered area. Adult students benefit from a designated adult lounge. Staff have good office and storage space.

P2 Not all the classrooms are large enough for the maximum class size but this is generally reflected in timetabling. However, some classrooms are rather cramped and there is little room for students to get to their feet. Some of the whiteboards and screens are small, and the screens are often placed so it is difficult for the students to see them in comfort. The teachers in the focus group also referred to the difficulty for students to move around some classrooms and to see the screens.

P3 The student cafeteria and outside grounds are furnished with tables and chairs, and comfortable seating. There is a projected television screen and computers with internet access in the cafeteria. The adult lounge has Wi-Fi access, and good quality furnishings.

P5 The signage is clear and accurate. Noticeboards are visually attractive, consistent with the brand and display a wide range of useful information. There is a staff photoboard which clearly identifies staff roles.

<b>Learning resources</b>	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.	Strength
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.	Strength

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

P8 The school runs teacher training courses and has an excellent supply of methodology books. Teachers are directed to these materials together with articles on the school's online platform following observations. Supplementary teaching resources are appropriately organised.

P9 Staff receive training in how to use technology through the online platform and face-to-face with a designated technical support person. The LAL IT department is based in the school so technical support is immediate.

### Teaching and learning

<b>Academic staff profile</b>	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.	Strength

#### Comments

T1 Eight of the 29 teachers did not have a Level 6 qualification. The rationales were accepted within the context of this inspection. Four of the teachers had started a TEFLQ qualification and three of these had undertaken some further education. For the other four teachers, there was evidence of post-school engagement with professional training.

T4 The academic manager, senior teacher and head of YLs are all TEFLQ and have extensive management experience.

<b>Academic management</b>	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.	Strength

#### Comments

T10 New teachers are observed within the first two weeks. There are annual formal observations carried out by TEFLQ members of staff including the academic manager, the senior teacher and teacher trainers. Records show that feedback is developmental and informs the CPD programme. Informal 'buzz' observations also take place and short written feedback is provided. The teachers in the focus group reported that observation feedback was useful and the process was supportive.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met

T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	N/a
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	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

T15 Teachers regularly suggest useful websites for further English practice and there is a list in the internet room. Each adult student has access to the school's online learning platform which provides material for study and tutorials. The platform continues to be available to students for three months following the end of their course. There is a weekly study support club where adult students are able to work on different aspects of the language. Longer-stay adult students have tutorials but all students are able to request a tutorial.

<b>Learner management</b>	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.	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.	Strength

#### Comments

T18 Progress is measured through weekly testing. Longer-stay students (eight weeks plus) have monthly tutorials with the long-stay tutor and records are systematic and detailed. All students are able to request a tutorial whenever they wish. Students are able to track their progress on the school's online platform.  
T22 Students wishing to enter higher education are very well supported. The long-stay tutor provides detailed and documented advice and guidance to individual students. LAL has links with a number of universities and is in partnership with a higher education language agent.

#### Classroom observation record

Number of teachers seen	29
Number of observations	29
Parts of programme(s) observed	General English, business English, IELTS preparation, YL vacation group and YL closed groups.

#### Comments

One cover teacher was observed.

<b>Teaching: classroom observation</b>	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
<b>Comments</b>	
<p>T23 Teachers generally demonstrated a sound knowledge of the linguistics systems and provided students with accurate spoken and written models. In many lesson segments the learning of new vocabulary was assisted by the indication of word stress and parts of speech. A few inaccurate models were observed on the whiteboard and the use of partial synonyms was not always clarified.</p> <p>T24 Many lesson plans contained detailed class profiles, though a few were barely sufficient to identify student learning needs. The topics and materials selected were appropriate in many lessons but in some closed group YL courses a greater emphasis on communicative skills would have benefited students.</p> <p>T25 In the better lesson segments aims were expressed as learning outcomes. However, some teachers stated the lesson aims as a list of topics or skills to be covered. Generally there was a clear link between activities and aims.</p> <p>T26 A range of teaching techniques was observed including effective elicitation, some purposeful monitoring, and whole-class and individual pronunciation drilling. In better segments good use was made of prompting and concept checking. In weaker segments teachers simply asked students if they understood the new vocabulary with little or no checking evident.</p> <p>T27 Some whiteboards were used effectively with a clear layout and the use of colours to clarify linguistic information. There was some unsystematic use of whiteboards, though this was occasionally due to the small size of the board. Classroom computers and screens were used to display coursebook pages, exercises, visual prompts, and for audio recordings and videos. Coursebooks were occasionally supplemented with additional material.</p> <p>T28 There was a limited range of feedback techniques in evidence. In better segments, teachers noted down errors during pair and group work for later correction, and encouraged students to self and peer correct. In weaker segments feedback consisted of working through the exercises.</p> <p>T29 There was occasional reference to language covered in previous lessons. In better segments recycling of vocabulary through activities was in evidence, and teachers assessed whether learning had taken place through targeted monitoring and practice activities.</p> <p>T30 In the majority of classes there was a positive learning atmosphere. Students were generally engaged and focused. Pair and group work was in evidence. Teachers graded their language for students who needed additional support. There was a lot of personalisation and nomination. In weaker lesson segments there was too much teacher talking time and all interactions went through the teacher.</p>	

### Classroom observation summary

The teaching observed met the requirements of the Scheme, and ranged from very good to weak, with the majority being satisfactory, but a notable number of lesson segments were good. Teachers generally demonstrated good language awareness. In many instances class profiles were detailed, and materials chosen were mostly appropriate. The techniques observed generally met the needs of students, though in some instances understanding of meaning was not systematically checked. There was a need for a greater variety of feedback techniques. Generally students were engaged and focused and there was a positive learning atmosphere in classes.

### Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength

W8 Students have access to adequate health care provision.	Met
<b>Comments</b>	
<p>W1 There are very good measures in place to ensure the safety and security of students on the premises. These include CCTV coverage, supervision of exits from the site at all break times and appropriate procedures for signing in and out. Staff undergo a continuous training programme in all health and safety matters. There is a fully trained health and safety officer and appropriately trained fire marshalls. The building risk assessment and supporting documents are exemplary.</p> <p>W3 All staff are concerned with and take responsibility for student welfare. Clear notices with photos inform students who to turn to in case of problems. The operations manager is in overall charge of student welfare and he has a high profile in the school and is easily accessible to students.</p> <p>W6 Transfer arrangements are organised by the operations co-ordinator and his team. Procedures are well imbedded, and staff appropriately trained to deal with the unexpected. Students who have requested accommodation are provided with a profile of their accommodation including cost of travel and approximate travel times.</p> <p>W7 Pre-arrival information, many links on the website, the student handbooks and the well-structured induction procedures cover well the information students will need for a safe and comfortable stay in the school and the UK.</p>	

<b>Accommodation (W9–W22 as applicable)</b>	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.	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.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

<b>Comments</b>	
<p>W9 Overall the four homestays visited had clearly made their students welcome and had provided all necessary services and facilities. Hosts are generally clear on their responsibilities towards the students in their care and complimentary about the level of support received from the school. One recently recruited host appeared not to have embraced the school's advice and expectations sufficiently to be hosting young learners. The residence has a new manager who had only been in post a couple of weeks at the time of inspection, so this accommodation is in transition. This accommodation including décor, cleaning and provision of equipment is, however, of a good standard. Students have access to comfortable public rooms and a particularly nice garden.</p> <p>W11 All hosts are visited prior to being placed on the register. DBS checks, fire risk assessments, Gas Safe certificates and references must be in place before the accommodation is accepted. Homestay records are immaculate. School staff keep in close contact with the homestay providers through re-visits every two years, newsletters, emails and social events arranged by the school.</p> <p>W14 Contracts and terms and conditions are clear and supported by an excellent homestay manual.</p>	

<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

<b>Comments</b>	
W17 Students from closed groups frequently ask to stay together.	

<b>Accommodation: other</b>	
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
<b>Comments</b>	
All criteria in this area are fully met.	

<b>Leisure opportunities</b>	<b>Area of strength</b>
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
<b>Comments</b>	

W24 The leisure activities provided for both adult and junior students are well planned and make full use of all local amenities and places of interest. The range of activities encourages students to use their English outside class. The leisure programmes for the closed groups are planned and agreed before the students arrive, but school staff are willing to be flexible if students and group leaders wish to change some aspect of the programme.

W25 Most of the activity staff are local and many are returners. They know the area, all local attractions and the excursion destinations and can provide informative and helpful guidance.

W26 Risk assessments have been done on all activities and excursions. Staff see these as working documents and update and amend as appropriate after activities. All details of the participating students are carried by all accompanying staff on their mobiles.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	<b>Area of strength</b>
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.	Strength
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.	Strength
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
<b>Comments</b>	

There were 180 students under the age of 18 enrolled at the time of the inspection.

S1 A well-embedded, appropriate and very clear safeguarding policy is in place. The policy applies to all LAL schools in the UK but has been carefully tailored to the needs of the Torbay school. The general manager and the operations manager are named in the policy as the designated safeguarding leads. Information about support available from the local authority is included. The school has a long-standing and very supportive relationship with the local authority department responsible for all childcare matters. A shortened, but still comprehensive version of the policy is available on the website.

S2 All staff have undergone safeguarding training appropriate to their roles in the school. All staff are made aware of the safeguarding policy, which is available for in relevant handbooks, documentation and on the school's website. A code of conduct towards vulnerable persons is included in the homestay manual. Hosts are also made aware of the available online safeguarding training, although this is not compulsory at present.

S4 All aspects of safer recruitment procedures are rigorously implemented. All staff are DBS checked, as are all homestay providers and family members and temporary auxiliary staff. Signed proof of suitability was on file relating to the accompanying group leaders.

### 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	1989
Last full inspection	2014
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	LAL London, LAL UK Summer Schools
Other related non-accredited schools/centres/affiliates	LAL Fort Lauderdale, LAL Boston, LAL Cape Town, IELTS Malta, Apollo – Ireland (partner school)

### Private sector

Date of foundation	1985
Ownership	Name of company: LAL Language Centres Holding Ltd. Company number: 01525902
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	N/a

### Student profile

	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	91	177
Full-time ELT (15+ hours per week) aged 16–17 years	18	172

Full-time ELT (15+ hours per week) aged under 16	162	268
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
<b>Overall total</b> ELT/ESOL students shown above	<b>271</b>	<b>617</b>
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Czech, German	Italian, German, Saudi Arabian, Spanish
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	17–28	17–28
Adult programmes: typical length of stay	4 weeks	4 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Turkish, Colombian	Saudi Arabian, Turkish, German

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	29	35
Number teaching ELT 20 hours and over a week	12	
Number teaching ELT under 19 hours a week	17	
Number of academic managers for eligible ELT courses	3	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	8	
Total number of support staff	6	

#### **Academic manager qualifications profile**

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	3
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	3
Comments	
None.	

#### **Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	9
TEFLI qualification	20
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	29
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	49	180

Private home	0	0
Home tuition	N/a	N/a
Residential	36	0
Hotel/guesthouse	5	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	1	0
Overall totals adults/under 18s	91	180
Overall total adults + under 18s	271	