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| Organisation name | Language Tuition Nottingham |
| Inspection date | 17–18 February 2021 |

| Section standards | |
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| 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. | N/a |

| Recommendation |
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| We recommend accreditation for an initial period of one year with a supplementary inspection in the first year to determine whether accreditation should be extended beyond this period. This inspection should take place when group courses are running. Inspectors should check that recently introduced policies and procedures have been effectively implemented. Evidence must be submitted within three months to demonstrate that weaknesses in W1 and D1 have been addressed. |

| Summary statement |
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| <p>The British Council inspected and accredited Language Tuition Nottingham in February 2021. 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 small private language school offers courses in general English for adults (18+) and vacation courses for adults (18+).</p> <p>The inspection report noted a need for improvement in the areas of staff management and course design.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p> |

Introduction

Spanish Tuition Nottingham was originally founded in 2008 offering Spanish language classes to the local community. In 2015 the school was bought by the current owner who changed the name of the company to Language Tuition Nottingham (LTN) when she introduced English language teaching alongside Spanish courses. The school also offers ELT teacher training courses leading to certificate level qualifications. The school is located in rented premises in central Nottingham. Currently one-to-one or two-to-one English tuition is offered to the local community but the school plans to extend this to group courses for international students from September 2021.

Previously, LTN offered closed group classes to under 18s but is now focusing on programmes for adults (18+) only. Courses run year round, either in the school building when Covid-19 restrictions allow, or online. The part-time director of studies (DoS) retired from the school in the summer of 2020 and has been replaced by a consultant DoS who is working with the owner/manager on creating a syllabus and putting structures in place to be ready for the arrival of international students when the situation permits.

The inspection took the equivalent of one day and a half, over two days. Due to the global pandemic, the inspection was conducted remotely, and a follow up visit will be required as soon as it is possible to complete a site visit and evaluate a more representative range of activity. The two inspectors met with the owner/manager, the consultant DoS and the one teacher who was employed at the time of the inspection. Online lessons were observed by both inspectors and focus meetings were also held with three of the five students enrolled at the school that week. A virtual tour of the school premises was conducted; staff and students were asked to comment on the state of the premises and their experiences at the school when it was open for face-to-face teaching.

In each case where criteria or areas could not be fully evaluated due to current circumstances, they are marked 'Partially assessed'. All unassessed aspects of the operation will require further evaluation at the next inspection.

Address of main site/head office

Language Tuition Nottingham, First Floor, Friary Chambers, 26–34 Friar Lane, Nottingham NG1 6DQ

Description of sites observed

The school leases the first floor of this two-storey building, located in the city centre within easy reach of local shops and places to eat. Entrance to the building from Friary Lane is via a covered archway and the main door is protected by a buzzer system controlled by the school. A staircase leads to the first floor with three separate entrances to the school premises: reception; toilets and refreshment facilities; and classrooms and the teachers' room. The main door leads to the reception area which is flanked by a classroom on either side. Separate male and female toilets, which are maintained by the school, are for sole use of LTN staff and students. Access to the teaching rooms is controlled by a keypad combination lock and this area includes a teachers' room, a small area which accommodates the photocopier, and a further three classrooms, one of which leads to the emergency fire escape.

| 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 type="checkbox"/> | <input 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

At the time of the inspection, the school was only running online one-to-one or two-to-one lessons.

Management profile

The manager is responsible for the day-to-day running of the school. She currently combines the roles of general management with some aspects of academic management, as well as student welfare. She is assisted by the consultant DoS who works on a freelance, part-time basis. Both the manager and DoS work from the school premises as much as possible during the current situation.

Accommodation profile

N/a. No accommodation is offered.

Summary of inspection findings

Management

Due to the pandemic it was not possible to see some aspects of Management. The provision inspected meets the section standard. The school operates to the benefit of the students, and in accordance with the school's stated goals and values. Some plans, policies and procedures have been developed but there are gaps in HR policies, and the implementation and documenting of recruitment procedures. Publicity is generally accurate. Recently revised policies and procedures will need to be checked at a future visit to ensure they have been fully implemented. There is a need for improvement in *Staff management*.

Premises and resources

Due to the pandemic it was not possible to fully evaluate some aspects of Premises and resources. The provision inspected meets the section standard. A virtual tour demonstrated that the premises were in a good state of repair and offered a comfortable environment for students and staff for work and relaxation. The range of learning resources is appropriate to the age and needs of the students. Aspects of the provision which could only be partially assessed will be inspected at a future visit and the findings added to the report.

Teaching and learning

Due to the current restrictions all teaching was online and it was only possible to see a limited range of the advertised provision. The provision inspected meets the section standard. The academic staff team have a professional profile appropriate to the context. The teaching observed meets the requirements of the Scheme but there is a need for improvement in *Course design*.

Welfare and student services

Due to the current restrictions it was only possible to partially assess some aspects of Care of students. The provision inspected meets the section standard. The needs of the students for pastoral care are met. Additional procedures are needed regarding the safety and security of students on the premises. Some policies and procedures have not yet been fully developed and are not clearly presented to staff or students. These will need to be checked at a future visit to ensure they have been fully implemented.

Safeguarding under 18s

No students under the age of 18 are accepted.

Declaration of legal and regulatory compliance

Sampling of documentation revealed issues in relation to *Declaration of legal and regulatory compliance* which the provider has been asked to follow up.

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 |

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| 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. | Partially assessed |
| 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

M2 Objectives for the short and medium term are identified and work has been carried out to achieve them. However, long term goals and plans for the immediate return to business need to be more fully developed.
M3 The owner/manager is assisted by staff on a part-time basis which is effective during the current situation. However, there are no clear deputising plans in place as yet.
M5 There is little evidence of written feedback from past students. New feedback forms have been developed but have yet to be fully tested.

| Staff management and development | Need for improvement |
|---|----------------------|
| M8 The provider implements appropriate human resources policies, which are made known to staff. | Not met |
| M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these. | Not met |
| M10 There are effective procedures for the recruitment and selection of all staff. | Not 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. | Strength |

Comments

M8 Existing HR policies do not cover important aspects of the terms and conditions of employment. Contracts are not in place for all members of staff.
M9 Main duties are stated in job descriptions and reviewed annually. However, some tasks, including deputising and emergency roles have not yet been specified.
M10 The school recruitment policy is limited and several procedures are not fully implemented. References and ID checks have not been followed up.
M13 There is an extensive CPD programme for all staff which includes both in-house and external events. The school is currently part-funding a teacher towards a diploma level qualification.

| Student administration | Met |
|---|---------|
| M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service. | Met |
| M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay. | Met |
| M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity. | Met |
| M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff. | Met |
| M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts. | Not 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

M16 Cancellation and refund procedures are dealt with efficiently; however, students are not required to accept terms and conditions when enrolling on a course.

M18 Information on the emergency contact's ability to speak English is not requested.

| 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. | 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. | N/a |
| M27 Publicity gives an accurate description of any accommodation offered. | N/a |
| M28 Descriptions of staff qualifications are accurate. | Met |
| M29 Claims to accreditation are in line with Scheme requirements. | N/a |

Comments

The main source of publicity is the school website. The school also has an active social media presence and brochures are available on request.

M22 Publicity is generally accurate and provides a realistic impression of the school and services provided. However, captions are missing from photographs on the website.

M24 Information on courses is clear across all forms of publicity; however descriptions of courses including objectives and levels is minimal.

M25 Costs for course books, administration fees for refunds and exam fees are not made clear on the website.

Premises and resources

| Premises and facilities | Met |
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| 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. | Partially assessed |
| P3 Students have adequate room and suitable facilities for relaxation and the consumption of food. | Partially assessed |
| 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 inspection included a virtual tour of the premises and could therefore only be partially assessed.

P1 Premises appeared to be in a good state of repair and cleanliness. Rooms are well decorated and provide a comfortable environment for staff and students.

P2 Classrooms have movable study furniture and appear bright and well lit. It was not possible to assess heating, ventilation and extraneous noise.

P3 Space can be made available for students to relax in the reception area or overspill classrooms.

P5 There are facilities for display of general information but signage is limited throughout the building.

| Learning resources | Met |
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| 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 |

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| 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 | |
| All criteria in this area are fully met. | |

Teaching and learning

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

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| 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. | N/a |
| 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. | Not met |
| Comments | |

T5 The teacher working at the time of the inspection had been effectively matched to the learning needs of students.

T8 To date, the school has only offered one-to-one or two-to-one courses where continuous enrolment has not been a consideration. However, it is not clear how continuous enrolment will be managed on future group GE courses.

T9 At the time of the inspection the only teacher was working remotely, teaching online classes. She had received training and guidance relevant to the current situation.

T10 The only teacher working at the time of the inspection had not been observed teaching online lessons and there is little evidence of observations from previous courses held at the school.

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| Course design and implementation | Need for improvement |
| T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance. | Not met |
| T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students. | Not met |
| T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students. | Not met |

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| 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. | Not 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. | Not met |

Comments

T11 There is little evidence of a course structure for the current range of courses offered by the school. The DoS is currently designing a syllabus for group courses to be held from September 2021, but insufficient work has been done in order to assess this against T11–T16.

T12 There is a lack of evidence to show review of the course design on the current range of courses offered by the school.

T13 Other than their initial needs analysis, students are provided with very limited information on intended learning outcomes.

T15 There is little evidence of learning strategies forming part of the syllabus for current or future courses.

T16 There is little evidence that the local environment is used as an opportunity to develop students' skills outside the classroom on existing or future courses.

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| Learner management | Met |
| T17 There are effective procedures for the correct placement of students, appropriate to their level and age. | Met |
| T18 There are effective procedures for evaluating, monitoring and recording students' progress. | Not met |
| T19 Students are provided with learning support and enabled to change courses or classes where necessary. | Met |
| T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. | Met |
| T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians. | Met |
| T22 Students wishing to progress to mainstream UK education have access to relevant information and advice. | N/a |

Comments

T18 Although teachers are required to keep notes on students, there is no evidence that regular assessment of progress takes place.

Classroom observation record

| | |
|--------------------------------|----------------|
| Number of teachers seen | 1 |
| Number of observations | 2 |
| Parts of programme(s) observed | Online lessons |

Comments

Due to current restrictions, only online lessons were taking place at the time of the inspection. One teacher was teaching all of the students enrolled at the school for that week. Inspectors observed a one-to-one and a two-to-one lesson.

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| Teaching: classroom observation | Met |
| T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English. | Met |
| T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account. | Met |
| T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities. | Not met |
| T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners. | Met |

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| 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 The teacher demonstrated a sound knowledge and awareness of the use of English and the underlying linguistic systems. Appropriate models of spoken and written English were provided.

T24 Course objectives were determined by a needs analysis at the start of the course. The learning needs and cultural backgrounds of the students were carefully considered in class profiles and had clearly determined the content of the lessons.

T25 Lessons followed a very clear and coherent sequence of activities but learning outcomes were not made known to students.

T26 A wide range of teaching techniques was observed including nomination, prompting, eliciting, and concept checking.

T27 The teacher managed the virtual classroom environment confidently and effectively.

T28 Students received immediate feedback on their performance throughout the lesson but opportunities for spoken correction were sometimes missed.

T29 The choice and sequence of activity allowed for opportunities to check whether learning was taking place.

T30 In both lessons, there was a very positive learning atmosphere and students were fully engaged in tasks.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to very good against the criteria, with the majority being good. The teacher demonstrated a sound knowledge of the use of English and lessons were well planned and executed. A good range of teaching techniques was employed and technology and resources were used effectively and confidently. Although some opportunities for providing student feedback were missed, students were fully engaged and purposeful learning was observed.

Welfare and student services

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| 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. | Not 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. | Not 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. | Partially assessed |
| W7 Students receive advice on relevant aspects of life in the UK. | Met |
| W8 Students have access to adequate health care provision. | N/a |

Comments

W1 The risks associated with the separate entrances to the reception area, classrooms and toilets have not been thoroughly assessed and further measures are needed to minimise these. The school does not keep its own records regarding fire risks and procedures.

W2 Effective procedures were carried out in response to recent emergencies when the school was open. However, these procedures have not yet been fully developed.

W4 There is an abusive behaviour policy, and staff are required to undertake Prevent training. However, the procedures for dealing with abusive behaviour are not made clear to staff or students.

W6 Previous and current enrolments have come from students already living in Nottingham.

W7 Students are currently given information on request. However, this information is not systematically presented to students and does not appear in the student handbook.

W8 At the time of the inspection all lessons were conducted online, and the students were already living in the area.

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| Accommodation (W9–W22 as applicable) | N/a |
| <i>All accommodation</i> | |
| W9 Students have a comfortable living environment throughout their stay. | N/a |
| W10 Arrangements for cleaning and laundry are satisfactory. | N/a |
| W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that. | N/a |
| W12 Students receive written confirmation of accommodation booked, giving clear and accurate information. | N/a |
| W13 There are effective procedures for identifying and resolving any problems students have with their accommodation. | N/a |
| W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services. | N/a |
| W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have. | N/a |
| Comments | |
| None. | |
| <i>Accommodation: homestay only</i> | |
| W16 Homestay hosts accommodate no more than four students at one time. | N/a |
| 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. | N/a |
| W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing. | N/a |
| W19 English is the language of communication within the homestay home. | N/a |
| W20 Hosts ensure that there is an adult available to receive students on first arrival. | N/a |
| Comments | |
| None. | |
| <i>Accommodation: other</i> | |
| W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties. | N/a |
| W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear. | N/a |
| Comments | |
| None. | |
| Leisure opportunities | Met |
| W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK. | Met |
| W24 The content of any leisure programme is appropriate to the age and interests of the students. | N/a |
| W25 Any leisure programmes are well organised and sufficiently resourced. | N/a |
| W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities. | N/a |
| W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training. | N/a |

Comments

The relevant criterion in this area is fully met.

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 Sampling identified the following issues: PAT testing is not in place; Health & Safety posters are not on display; self-employment checks are not always carried out; the school should seek further advice from the relevant statutory/regulatory body or obtain independent legal advice.

Organisation profile

| Inspection history | Dates/details |
|---|--|
| First inspection | February 2021 |
| Last full inspection | N/a |
| Subsequent spot check (if applicable) | N/a |
| Subsequent supplementary check (if applicable) | N/a |
| Subsequent interim visit (if applicable) | N/a |
| Current accreditation status | Not accredited |
| Other related non-accredited activities (in brief) at this centre | Language courses: Spanish Teacher Training courses: CertTESOL |
| Other related accredited schools/centres/affiliates | N/a |
| Other related non-accredited schools/centres/affiliates | N/a |

Private sector

| | |
|--------------------------------|---|
| Date of foundation | July 2015 |
| Ownership | Name of company: Language Tuition Nottingham Company number: 9678669 |
| Other accreditation/inspection | N/a |

Premises profile

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| 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

| Student profile | At inspection | In peak week: August (organisation's estimate) |
|--|---------------|---|
| ELT/ESOL students (eligible courses) | At inspection | In peak week |
| Full-time ELT (15+ hours per week) 18 years and over | N/a | N/a |
| Full-time ELT (15+ hours per week) aged 16–17 years | N/a | N/a |
| Full-time ELT (15+ hours per week) aged under 16 | N/a | N/a |
| Part-time ELT aged 18 years and over | 5 | 10 |
| 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 | 5 | 10 |
| 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 | 18+ | 18+ |
| Adult programmes: typical age range | 25–35 | 25–35 |
| Adult programmes: typical length of stay | 6 months | 3 months |
| Adult programmes: predominant nationalities | Spanish, Chinese, Portuguese | Spanish, Italian |

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

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 | |
| None. | |

Teacher qualifications profile

| Profile in week of inspection | |
|--|--------------------|
| Professional qualifications | Number of teachers |
| TEFLQ qualification | 0 |
| TEFLI qualification | 1 |
| Holding specialist qualifications only (specify) | 0 |
| Qualified teacher status only (QTS) | 0 |
| Teachers without appropriate ELT/TESOL qualification | 0 |
| Total | 1 |
| 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 | N/a | N/a |
| Private home | N/a | N/a |
| Home tuition | N/a | N/a |
| Residential | N/a | N/a |
| Hotel/guesthouse | N/a | N/a |

| | | |
|---|-----|-----|
| Independent self-catering e.g. flats, bedsits, student houses | N/a | N/a |
| <i>Arranged by student/family/guardian</i> | | |
| Staying with own family | 0 | N/a |
| Staying in privately rented rooms/flats | 5 | N/a |
| | | |
| Overall totals adults/under 18s | 5 | N/a |
| Overall total adults + under 18s | 5 | |