

Organisation name	Language in Action (multicentre HO Brighton)
Inspection date	8–11 August 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend accreditation with a spot check in the first 18 months.

Summary statement

The British Council inspected and accredited Language in Action in August 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language teaching organisation offers residential courses in general English for under 18s and for closed groups of under 18s.

Strengths were noted in the areas of quality assurance, premises and facilities, care of students and leisure opportunities.

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

Organisation profile

1. COLLATED DATA FOR WHOLE ORGANISATION (INCLUDING ELIGIBLE CENTRES NOT INSPECTED)

Inspection history	Dates/details
First inspection	August 2017
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) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2014
Ownership	Name of company: Language in Action Ltd Owner: Madan Haree Company number: 9044105
Other accreditation/inspection	ABLS

Premises profile

Address of Head Office (HO)	Suite 101b, 21–22 Old Steine, Brighton
Addresses of centres offering ELT at the time of the inspection	Roehampton: Whitelands College, Holybourne Avenue, London SW15 4JD Old Street: Hackney Community College, Shoreditch Campus, Falkirk Street, Hackney, London LN1 6HQ Conel: CONEL College, High Road, Tottenham, London NE15 4RU
Addresses of any additional centres not open or offering ELT at the time of the inspection	Willesden: The Stay Club Willesden, Nicoll Road, London
Profile of sites visited	Roehampton: The residential block of single ensuite rooms, is adjacent to the main building, which is accessed through a special door used only by LIA students and staff. In the main building, the school has the use of the dining hall, two lecture theatres, four classrooms and an office for staff and resources. They also have access to extensive grounds, playing fields and a sports hall. Conel: On the first floor of one of the teaching blocks, which has security access, LIA has the use of four classrooms and a staff office, all along one corridor. They have access to an open courtyard. Lunch and dinner is provided in the nearby Bernie Grant Arts Centre which also serves as a gathering and social space. Single ensuite residential accommodation is provided in the Emily Bowes Centre, 18–20 minutes' walk away. Old Street: This centre is run in Block A of the gated Hackney Community College campus. LIA has three classrooms and two seminar rooms for teaching and a computer room with 15 work stations on the first floor and a staff room on the second. They can also book the use of a theatre for evening activities. Lunch and dinner are taken in the canteen, outside of which there is a large open space where students can congregate. Single ensuite accommodation is provided in nearby Will Wyatt Court or East Central House which is 20 minutes' walk from the college.

Student profile at peak at all centres	Collated totals in peak week: 17–23 July all centres
Of all international students, approximate percentage on ELT/ESOL courses	100
ELT/ESOL students (eligible courses)	
Full-time ELT (15+ hours per week) 18 years and over	29
Full-time ELT (15+ hours per week) aged 16–17 years	138
Full-time ELT (15+ hours per week) aged under 16	128
Part-time ELT aged 18 years and over	0
Part-time ELT aged 16–17 years	0
Part-time ELT aged under 16 years	0
Overall total of ELT/ESOL students shown above	295
Predominant nationalities	Italian

Staff profile at peak at all centres and HO	Collated total in peak week: HO and all centres
Total number of teachers and academic managers on eligible ELT courses	20
Total number activity managers and staff	17
Total number of management (non-academic) and administrative staff	12
Total number of support staff (e.g. houseparents, matrons, catering)	0

Academic manager qualifications profile at peak at all centres and HO.

Profile at peak: collated totals at HO and all centres	
Professional qualifications	Total number of academic managers
Diploma-level ELT/TESOL qualification (TEFLQ)	4
Academic managers without TEFLQ qualification or without 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category at centres inspected; inspectors may ask for rationales for academic managers at other centres)	0
Total	4
Comments	

None.

Teacher qualifications profile at peak at all centres

Profile at peak: collated totals at all centres	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	5
Certificate-level ELT/TESOL qualification (TEFLI)	11
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualifications (NB Rationales need to be prepared for teachers in this category at centres inspected; inspectors may ask for rationales for teachers at other centres)	0
Total	16
Comments	

None.

Course profile - across all centres covered by this accreditation

Eligible activities	Summer		Other times of year		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

LIA provides two week courses, mainly for groups, in general English with an emphasis on speaking skills and specifically preparing for a speaking skills examination. Preparation for other English examinations can be arranged for closed groups. All courses have an extensive programme of activities and excursions. At Roehampton the age range is 12–17; at Conel and Old Street it is 14–17.

2. DATA ON CENTRES VISITED

1. Name of centre	Roehampton
2. Name of centre	Conel
3. Name of centre	Old Street
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100	100			100	100	100		
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	3	7	8			6	3	20		
Full-time ELT (15+ hours per week) aged 16–17 years	22	8	20			48	25	65		
Full-time ELT (15+ hours per week) aged under 16	29	11	8			45	34	49		
Part-time ELT aged 18 years and over	0	0	0			0	0	0		
Part-time ELT aged 16–17 years	0	0	0			0	0	0		
Part-time ELT aged under 16 years	0	0	0			0	0	0		
Overall total of ELT/ESOL students shown above	54	26	36			99	62	134		

Junior programmes: advertised minimum age	12	14	14			12	14	14		
Junior programmes: actual minimum age	11	14	14			13	13	14		
Junior programmes: advertised maximum age	17	17	17			17	17	17		
Junior programmes: actual maximum age(s)	18	19	18			18	18	19		
Adult programmes: advertised minimum age	N/a	N/a	N/a			N/a	N/a	N/a		
Adult programmes: actual minimum age	N/a	N/a	N/a			N/a	N/a	N/a		
Typical length of stay (weeks)	2	2	2			2	2	2		
Predominant nationalities	Italian					Italian				

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres	1	2	3	4	5	1	2	3	4	5
Total number of teachers and academic managers on eligible ELT courses	4	4	6			5	4	10		
Total number of activity managers and staff	3	2	4			6	4	7		
Total number of management (non-academic) and administrative staff	1	1	1			1	1	1		
Total number of support staff (e.g. houseparents, matrons, catering)	0	0	0			0	0	0		

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	1	1	1		
Academic managers without TEFLQ qualification or 3 years relevant experience (NB Rationales need to be prepared for academic managers in this category at centres visited)	0	0	0		
Total	1	1	1		

Comments

None.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	3	1	1		
TEFLI qualification	0	2	3		
Holding specialist qualifications only (specify)	0	0	0		
YL initiated	0	0	0		
Qualified teacher status only (QTS)	0	0	0		
Teachers without appropriate ELT/TESOL qualifications. (NB Rationales need to be prepared for	0	0	1		

teachers in this category)					
Total	3	3	5		

Comments

The TEFL qualification of one teacher did not meet Scheme requirements.

Accommodation profile

Numbers at time of inspection: at centres visited										
Types of accommodation	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Arranged by provider/agency										
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	0	0	0			0	0	0		
Private home	0	0	0			0	0	0		
Home tuition	0	0	0			0	0	0		
Residential	3	7	8			51	19	28		
Hotel/guesthouse	0	0	0			0	0	0		
Independent self-catering e.g. flats, bedsits, student houses	0	0	0			0	0	0		
Arranged by student/family/guardian										
Staying with own family	0	0	0			0	0	0		
Staying in privately rented rooms/flats	0	0	0			0	0	0		
Overall totals adults/under 18s										
	3	7	8			51	19	28		

Centres	1	2	3	4	5
Overall total adults + under 18s	54	26	36		

Introduction

Language in Action (LIA) is in its third year of operation offering short courses (two weeks of general English with an emphasis on speaking skills and including an external speaking examination). Some students may stay for four weeks. Although the school is happy to enrol individual students, its main clients are school groups recruited through agents. It also provides courses for PON/POR groups. In response to agents' requests the school has offered a number of general English examination preparation courses, one of which was running at the time of the inspection.

Currently, LIA has three centres, all in the London area, which allows it to provide an extensive activity and city excursion programme for students aged 12–17. The Roehampton Centre (12–17) is campus-based and caters for the younger age group; it includes more sport than the other two centres, making use of the extensive sports facilities available at the university. The other two centres, which are for 14–17 year old students, are more central. The Conel Centre is based in the Green Centre, which is part of the Pears Campus of Conel College in Tottenham, and uses private residential accommodation at the Emily Bowes Centre, which is an 18–20 minutes' walk away. The Old Street Centre is based in Hackney Community College and for the whole of the period uses a private hall of residence, East Central House, which is a 20 minutes' walk away. A second residence, Will Wyatt Court, which is close by, is used when numbers demand. A fourth centre offering short-stay, off-season courses at Willesden is planned for later this year.

A zig-zag timetable operates in all centres. At Roehampton there were two morning and two afternoon classes of students who had arrived earlier in the week; they were following the main course of English for the speaking skills examination and a sports and excursion programme. At Conel, students were in their second week of the course and there was also a small group doing extra practice in speaking skills (EPSS). At Old Street, one group of new arrivals was being tested and inducted, and there was also an IELTS preparation group who were in their first week of the course and were divided into two classes according to level.

Two inspectors were allocated to carry out the inspection of this multicentre provision. It included a visit to HO in Brighton at the beginning of the inspection, a one-day visit to two centres, Roehampton and Conel, and a half-day visit to the third centre, Old Street. It was followed, also at the third centre, by further meetings with HO staff and a full feedback session.

At HO meetings were held with the commercial director, the operations director, the academic manager, the welfare manager, the employee manager, the compliance manager and the summer operations manager. Stage three documents were checked.

At each centre, the inspectors had meetings with the centre manager, the DoS and the activity and welfare manager, and held focus group meetings with teachers, students and activity staff. At Conel and Old Street, meetings were held with group leaders and venue representatives were met at all centres. The premises, facilities and residential accommodation were inspected at all three centres. Lunch was taken at each centre and departures for excursions were observed. One student induction session was observed. All teachers teaching on the days of the inspection were observed by both inspectors. A short feedback was given at each centre and a full feedback to HO staff was given at Old Street.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 The management structure at HO is very clear and works well. The organogram shows the joint responsibilities of the operations director and the commercial director, who share an office, and how they work with other HO staff, who share the adjacent larger office. Photographs of all HO staff, together with a short description of their jobs, are published on the website and in the brochure. Centre management is equally clear, with the centre manager in overall charge and the DoS and the activity manager and welfare officer having their own areas of work. Again, location in shared offices ensures a close and fruitful working atmosphere. Photographs of all staff, with details of their responsibilities, were on display in two centres. Only the activity manager and welfare officer's photograph was displayed in the other centre but students and group leaders were clear about the positions and roles of the others.

M3 Job descriptions were seen for all HO and centre staff. The operations director's designated safeguarding lead (DSL) responsibility, the welfare manager's assistant safeguarding lead responsibility and the safeguarding duties of the centre activity manager and welfare officer were not mentioned in their job descriptions, but this omission had been rectified by the end of the inspection. The residential supervisory duties of centre staff were not sufficiently explicit in job descriptions.

M4 Communication channels, formal and informal, are fluid and effective. Meetings of centre staff are frequent, regular and minuted. Links with HO staff are maintained through telephone, email and electronic communication, and through HO staff presence at centres. Permanent residential accommodation is reserved for visiting HO staff at each centre to enable continuous support and advice and transfer of information.

M5 Human resources policies are detailed and clear. All stages in the appointment process are carried out fairly and fully recorded. A number of key staff have had safer recruitment training which has been applied in practice.

M6 All staff files were accessible and complete.

M7 Induction procedures are thorough. Late arrivals are fully inducted by the HR manager. Induction checklists seen in staff files show comprehensive coverage of relevant items including health and safety, safeguarding, Prevent, risk assessments and specific training for activity and academic staff.

M8 Comprehensive monitoring procedures include an appraisal meeting for activity staff ten days into contract and at the end of contract for academic staff, carried out by the centre manager and activity manager and welfare officer or by the DoS. The centre manager and activity manager and welfare officers are appraised by the operations manager halfway through and the DoS by the academic manager at the end of contract. A pro-forma is used and completed forms were seen for all staff in all three centres. HO staff are appraised annually by their line manager. A number of staff were returners and had been promoted to more senior roles as a result of comments and appraisal findings from the previous year.

M9 A list of training undertaken by staff was available. For HO staff this included various levels of safeguarding and Prevent training and safer recruitment training, as well as some first aid, fire marshal and RIDDOR training. At induction all centre staff do basic safeguarding and Prevent training as well as health and safety. Teachers have special training in the methods and materials used to prepare students for the external examination.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M10 HO staff deal with all applications and agents' contracts.

M12 Enrolment/registration information is collected by the agent; copies are saved on databases in HO and the centres.

M13 Emergency contact details are recorded on a spreadsheet; they include relationship of emergency contact person and level of English. Details are checked in HO and in the centres. Remote access to this information is available to relevant personnel.

M15 Conditions under which a student may be asked to leave the school are made very clear on the website, in the pre-arrival pack and at induction. An easy-to-follow flow chart is in the student handbook, which is also on the website so available for parents to see.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M17 Courses are under constant review in response to staff, student, and group leader feedback and to agents' requests. Since last year, several additions have been made to courses such as the introduction of a seminar programme at all centres and additional speaking practice at one centre, an addition that will be offered at other centres in the future. Review of teaching materials has also led to improvement of provision.

M18 All students do an online day-5 review in class. They also do an end-of-course satisfaction survey online. Results are collated, summarised and presented in graphical form. Although action had been taken in some situations, there was little written evidence of action taken in response to negative comments.

M19 Staff feedback is gathered at various meetings, which are held regularly. Group leaders also provide feedback through daily meetings with the centre manager. Comments and action taken are recorded in the minutes.

Appraisals and exit questionnaires provide further opportunities for staff to give feedback. A number of changes have taken place as the result of staff feedback, for example a new coursebook for core classes and adaptation of the content of one of the seminars to make it more appropriate for younger students.

M20 The complaints policy is on the website and in the student handbook. It is also displayed in classrooms. It is very wordy and is written in language which would be difficult for many of the students to understand.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M24 Course information	<input checked="" type="checkbox"/>	<input type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

M21 Overall the language used on the website and in the brochures is satisfactory if a little "glowing" in some instances.

M22 Both website and brochure give rise to realistic expectations overall, but neither mentions that the residential accommodation for Conel and Old Street is some distance away from the teaching premises. Both residences are well located for the excursion programme, however, which forms at least half of the course. Photographs of teaching premises and accommodation are accurate.

M23 The descriptions of course content are adequate if rather brief. The emphasis on listening and speaking skills and their link to the external examination which is the core of the course is clear. There is no description of levels and the sample timetables just indicate "class" as opposed to "excursion". Sample timetables give specific examples of possible excursions. They also make clear the zig-zag arrangement of delivery.

M24 Publicity states the age range as 12–17; a number of students at all three centres were 18+. One student at Roehampton, accompanying an older sibling, was 11. In peak week 13 year-olds were attending courses for 14–17 year olds.

M26 The description of residential accommodation is clear. The provision of food at the campus-based centre is accurate. In the other two centres, however, the phrase, "breakfast is served in the communal kitchens" is misleading as in reality ingredients for breakfast are supplied and students have to make their own.

M28 Teachers are described as "TEFL trained" which is accurate although the training undertaken by one teacher does not meet the Scheme requirements.

Management summary

The provision meets the section standard and exceeds it in some respects. Competent staff both at HO and in the centres are selected with care, undertake full induction and training and are supported and monitored in their roles. Student administration systems are efficient and quality assurance procedures are thorough. Publicity gives a fair and accurate picture of provision. *Quality assurance* is an area of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 Although not seen at peak, the premises are spacious enough for the numbers of students enrolled. All classrooms are of a good size and in all centres there are places for students to gather outside class times. All rooms are within easy reach of each other. Roehampton is particularly well served with spacious grounds and, as it is a campus, is best suited for the younger students.

R2 In all centres, premises are clean and well maintained and have a visible but not overbearing presence of venue staff.

R3 All classrooms are free of extraneous noise and suitably furnished with good-sized tables and comfortable chairs.

R4 The dining room at Roehampton is pleasant, well furnished and has access to an outside eating area. Conel's café at the Bernie Grant Arts Centre is lively and interesting. The canteen at Hackney Community College is more than adequate. A varied menu of good quality hot and cold meals for lunch and dinner is available as well as drinks and snacks. Breakfast is provided in the dining hall at Roehampton and in the shared kitchens in the residences used by Conel and Old Street. Special diets are catered for at all three centres. All dining areas also had spaces for students to relax.

R6 In each centre, management, activity and welfare and academic staff are accommodated in good-sized offices, with adequate desk space and easy access to technology and resources. Various members of HO staff are also accommodated in centre staffrooms, thus facilitating good working relations and an overall awareness of different aspects of provision.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R7 Coursebooks designed specifically for classes preparing for an external speaking skills examination are supplied to all students at the appropriate level and form the core of the delivery. Some very interesting and well-produced information and task sheets have been produced for the various excursions that form an integral part of the programme. All three seminars have a file of useful material and the additional material used in the extra speaking skills lessons has been gathered together from a number of relevant sources. Teachers were consulted about the most suitable coursebooks to use with the general English examination and IELTS preparation groups.

R8 All coursebooks have teachers' books which offer ideas and guidance. Supplementary materials are available.

R12 The academic manager is responsible for review of materials. The new coursebook for the speaking skills examination preparation groups is the result of feedback from staff and students from last year.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The premises and facilities at all three centres are good and the teaching materials are relevant, varied and in plentiful supply. They support and enhance the learning experience of students and provide an appropriate professional environment for staff. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T2 The TEFL qualification of one teacher did not meet Scheme requirements.

T3 The qualification had been checked and a rationale was provided. As the qualification is at level three and the teacher has had experience of teaching this age group abroad, it was accepted in the context of this inspection. He is receiving support from a TEFLQ DoS and an experienced senior teacher.

T4 The academic manager and all three DoSs are TEFLQ and have a considerable amount of teaching and management experience in the UK and overseas.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T8 The senior teacher and the DoS are available to cover staff absence if necessary. The cover system has been in operation on a number of occasions so far this summer and is seen to have worked well, for example, at Conel, when the DoS had to leave due to a family bereavement, the TEFLQ senior teacher assumed the role and one of the teachers, also TEFLQ, became the senior teacher.

T10 Teachers in all three centres have the support of a DoS and a senior teacher. Teachers in focus group meetings expressed their appreciation of the help provided. DoSs benefit from the frequent visits by and consultations with the academic manager. At all three centres three useful CPD sessions, delivered by the DoS or senior teacher have already taken place and a fourth is planned. They have covered information and methods of delivery of examination preparation sessions, use of the interactive whiteboard (IWB) and other items that have been relevant to the teachers in the specific centre.

T11 At Roehampton, both teachers have been observed by the DoS and have been given oral and written feedback. At Old Street four monitoring observations with oral and written feedback have taken place and two drop-in observations with oral feedback. At Conel one teacher was observed by the DoS before she had to leave. The senior teacher who took over the DoS role has so far done drop-in observations of the other two teachers and given oral and written feedback. Not all teachers have as yet had a full monitoring observation.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 All advertised courses are designed around the external speaking examination, which is available at levels 1–9, and the extensive activities and excursion programme, preparation for which is integrated into the curriculum. Each week, students also take part in a 90-minute seminar sessions and can choose the British Education System, Job Skills or UCAS Applications. At Conel, in response to an agent's request, an additional six hours per week of speaking skills, covering functional language, pronunciation and communicative general English has been designed and delivered. Courses preparing for other external general English examinations, including IELTS, have been designed for specific groups. Students enrolled for a four-week course are reassessed at the end of the first two

weeks and move up one level.

T13 An example of review of course design was seen at Roehampton where the Job Skills seminar programme was adapted to make it more appropriate for younger students.

T15 In the schemes of work, activities related to study and learning strategies are included. In a number of classes the student work book was seen being put to good use, and guidance was offered on ways to record new vocabulary.

T16 The excursion programme provides some opportunities for students to develop their language skills outside the classroom.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T17 A multiple choice placement test, which takes place on arrival, is used in conjunction with a speaking test. This takes the form of graded questions and teachers have a well-prepared package to help them make decisions.

Supportive warm-up activities take place once the placement tests are completed to help students settle in.

T18 Student progress is noted by teachers, discussed at daily teachers' meetings and recorded on class profiles.

T19 Guidance for grade entry for the main examination is available in good supply.

T21 All students receive an individual report compiled by their main teacher. It provides grades in language skills as well as participation, attendance, punctuality, and suggestions for further development. Certificates for the main course, stating dates, number of hours and achievement at equivalent CEFR level, are presented in a ceremony at the end of the course, as well as additional certificates for successful completion of named seminars.

T22 Information about education in the UK is provided through the seminar programme.

Classroom observation record

Number of teachers seen	7
Number of observations	14
Parts of programme(s) observed	Sessions one and two at Roehampton and Conel; EPSS at Conel; IELTS examination preparation at Old Street

Comments

As there were three teachers at Conel and two at Roehampton and Old Street, all teachers were seen by both inspectors.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Overall, teachers demonstrated sound knowledge and awareness of the use of English and the linguistic systems underlying it; they produced accurate models of spoken and written English with a few paying good attention to intonation patterns and word stress. Occasional errors in structure, and inaccurate pronunciation models were noted.

T24 Most lessons were well planned with content relevant to course objectives and related to examination tasks. Class profiles showed that teachers were aware of, and prepared for, individual needs by providing different tasks for different levels of competence and confidence in the group. Lessons which were linked to London visits were useful and interesting.

T25 In the better lessons the sequence of activities was clear and transition from one to the next was smooth. Aims were shared with the students by being written on the whiteboard. Some attention was paid to establishing study and learning strategies especially when the emphasis was on examination preparation.

T26 A range of teaching techniques was seen, including working in pairs and in some cases a genuine exchange of information was taking place in pair and groupwork. Some good examples of letting learning happen through use of good stimulus material and leaving the students to do the well set-up task without interference were noted, and an effective communication games approach to grammar was observed. Eliciting and encouraging students to put words in sentences and use longer utterances effectively increased the amount of student talk in some classes. Occasionally, tasks were not set up well and further instructions had to be given while students were trying to do the work on the task.

T27 In most lessons the coursebook was used appropriately and other stimulus material was well used. The IWB was used competently. In better lessons pace was well judged and teachers knew when to move on and when to proceed steadily through more challenging material and/or tasks. In some lessons, the pace, especially in full class feedback, was too slow and students lost interest and were distracted from the task.

T28 Some good prompted self-correction, peer-correction and delayed correction was effective and encouraging students to help each other worked well. Some echo-correction without getting the student to repeat or the class to drill were wasted opportunities to help students to learn and improve. There were many missed opportunities for dealing with L1 errors in these monolingual classes.

T29 Most teachers referred back to and built on previous learning. Examples of good concept checking and careful monitoring of pair and groupwork were observed.

T30 Nomination worked well in most lessons. Topics overall were interesting and tasks were useful, varied, achievable and well enough set up to allow students to get on with the work. The level of language used was, for the most part, appropriate to the level of the students but in some lessons there was too much teacher talk and not enough control of student-to-student chatter or use of first language. In the better lessons students were fully engaged and enjoying the learning process.

Classroom observation summary

The teaching observed met the requirements of the Scheme. Standards ranged from less than satisfactory to good, with the average being satisfactory. Most lessons were well prepared and fitted within the scheme of work and course objectives. Teaching techniques varied and were appropriate for classes of juniors and young learners preparing for external examinations in speaking skills. Pace in some lessons was slow and the setting up of tasks not always done efficiently. More time could have been devoted to student talk and there were missed opportunities to deal with pronunciation problems of these monolingual groups.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The academic staff profile is sound. Programmes of learning are well designed to achieve the language aims of the courses, with particularly effective linking to the activities and excursion aspects of the programme. Academic staff receive sufficient support to enable them to deliver the programme and are well monitored. Learner management systems are useful and effective. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>

W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 There are very good measures in place to ensure the safety and security of students. All students and staff wear identification lanyards and there is secure entry at all centres. Thorough risk assessments of the premises have been undertaken. Fire alarm tests take place every week at each centre, with evacuation drills at least every two weeks in the residences and the teaching premises. At all centres LIA is supported by the host organisation through, for example, the provision of fire marshals. The induction for students includes health and safety concerns in the residence and teaching premises, as well as when travelling around London. At all centres the staff show a clear commitment to the care and safety of the students.

W2 Excellent levels of pastoral care are provided by all staff members, with specific responsibility falling to the centre manager and activity manager and welfare officer. In particular, inspectors noted a clear commitment to supporting students with special needs. This was most evident at Roehampton where the school had readily accepted one student with aspergers and another with dyslexia; for both students an appropriate needs analysis had been carried out. Quiet spaces or multi-faith rooms are available.

W3 The welfare officer, who is usually also the activity manager, is introduced at induction. Pictures of the welfare officer, and at Old Street and Conel the centre manager as well, are prominently displayed in the residences and teaching premises together with their emergency phone numbers.

W4 There is a clear policy on abusive behaviour. It is made known to students at induction and the written policy is displayed in all classrooms and in corridors. However, the language in which the policy is written is not accessible to most of the students.

W5 All students are given the 24-hour emergency number on the identity card on their lanyard. It is also displayed prominently in the residences and teaching premises. At induction students are told to save the number on their phones.

W6 All students, including direct individual enrolments, are met by LIA staff at the airport and transferred by coach to their accommodation, where they are greeted by the centre manager. LIA escorts keep in touch with the centre staff to inform them of the estimated arrival time.

W7 Useful information is given in the induction presentation, covering all appropriate aspects of this criterion. Information is also provided in the student handbook. However, the student handbook is not very well organised and although it provides excellent information on road safety and extensive information on London tourist attractions, it does not cover all appropriate areas.

Accommodation profile

Comments on the accommodation seen by the inspectors

All students are accommodated in single ensuite rooms in student residences. The rooms are arranged in clusters of 'flats' with communal kitchen-lounges. The number of individual rooms in each flat ranges from three to ten. LIA staff live in all the residence blocks.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W10 Accommodation is inspected and checked by the centre manager at the start of the season and is checked again on changeover days. The initial inspection includes a general risk assessment and checks for fire safety, gas safety (where appropriate) and electrical equipment tests.

W12 Rooming lists are prepared and managed by the centre managers. There are clear arrangements for the segregation of boys and girls. Students aged 18+ are not accommodated in the same flats as under 16s.

W14 Immediate verbal feedback is channelled through the group leaders and the activity leaders and passed

directly to the centre managers. Students complete a 'day 5' feedback form and an end of course feedback form, which includes questions about the accommodation. The inspectors were told that action was taken promptly, but there was limited evidence of this being recorded.

W15 Full-board is provided at all three centres. At Roehampton all three meals are provided on campus. At Conel and Old Street lunch and dinner is provided in or near the same location as the teaching premises. At Conel and Old Street ingredients for breakfast are taken to the kitchen-lounges so that students can prepare their own breakfasts. The breakfast arrangements at Conel and Old Street are unsupervised and there was evidence that students may not be receiving an appropriately nutritious breakfast or leaving the kitchen-lounges in a hygienic state.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 The residences are cleaned once a week and bed linen and towels are changed at the same time. According to the students in the focus groups and in feedback forms this was not sufficient. Visual checks by the inspector, one of which took place the day after a scheduled weekly clean, confirmed that this may indeed be the case. More effective means of ensuring the cleanliness of the ensuite rooms and the kitchen-lounge areas are needed.

W23 There are sufficient staff available 24 hours a day to provide emergency first aid cover. These are either trained LIA staff or security staff at the centres.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

None.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

W26 All trips, excursions and activities are an integrated part of the programme. They cover areas which are interesting for the students and appropriate to what London can offer.

W27 The standard 15-day package includes four full-day excursions, four half-day excursions, and two 'London by night' visits. There is a range of activities provided at the centres for the rest of the time. There is a different activity and excursion programmes tailored to the location of the three centres, for example Roehampton offers more sports, whereas Conel and Old Street offer more central London excursions.

W28 There are thorough risk assessments specific to each activity or excursion. They are signed off by the excursion leader and centre manager, and, if necessary, are updated in light of comments from the activity leaders. Appropriate provision is made for first aid. Rules for the students are made clear. Activity leaders have the phone numbers of all the students under their care, and the students have the phone numbers of the activity leaders.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The needs of students for security and pastoral care are well met. The residential accommodation is of a very good standard and is generally managed effectively, with appropriate levels of care. The programme of excursions and activities is appropriate to the needs and interests of the students and is managed very well. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The advertised age range of students at Conel and Old Street is 14 to 17, and 12 to 17 at Roehampton. However, in the week of the inspection there were students aged 18+ at all three centres: three at Roehampton, seven at Conel, eight at Old Street and an 11 year-old at Roehampton.

C1 The safeguarding policy specifies procedures to ensure the safety and well-being of all under 18s. The designated safeguarding lead (DSL) at head office is clearly identified, as is the deputy DSL at head office and the designated safeguarding officers (DSOs) at the individual centres. The policy is updated annually and is used proactively, for example, staff are given regular updates and reminders on safeguarding issues. The safeguarding policy includes guidance on safer recruitment, including guidance on handing delayed DBS checks, although the 'special measures' referred to are not specified.

C2 The safeguarding policy is known to all staff, all of whom have received at least basic awareness training. Further face-to-face training through case studies is included in the induction and training programme. Cleaners, who had not been DBS checked, are only allowed into the residence when the students are not present.

C4 Recruitment procedures are in line with safer recruitment best practice. All staff have DBS or police checks and have provided two references which ask about their suitability to work with children. Group leaders have all provided police checks.

C5 Students are fully supervised during scheduled lessons and activities. An appropriate number of activity leaders accompany the students on the excursions. On one occasion a teacher had to leave the class and immediately an activity leader came in to supervise the class. However, 18 year-olds are routinely accepted and on occasions are placed in the same class as under 16s at Roehampton and Conel. There was also an 11 year-old on the 12+ course and 13 year olds on the 14+ course.

C6 There are robust measures in place to ensure that students are supervised 24 hours a day. They are not allowed to leave the campus or residence unless accompanied by a supervisor. There are risk assessments for all aspects of the students' experience, including the walk between the residence and the school, as well as during

break times.

C7 The rules and guidelines relating to accommodation are made clear. Responsible adults are present at night and are able to provide emergency access to first aid facilities.

Care of under 18s summary

The provision meets the section standard. There is effective provision for the safeguarding of students under the age of 18 within the teaching premises and the residences, and during leisure activities.
