

Organisation name	Language in Action, head office Brighton
Inspection date	18–20 July 2022

Section standards	
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Language in Action in July 2022. 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).

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 strategic and quality management, staff management, student administration, premises and facilities, learning resources, course design, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

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

Introduction

Language in Action (LIA) became part of the Malvern House group (MH) in 2019 and is now the official junior provider for all of the MH centres. MH has its own accreditation for two year-round schools and LIA also has separate accreditation for its school in Brighton. Head office (HO) is in Brighton but in July and August all HO staff work from one of the two centres offering junior summer school provision.

The director, who founded the company, has a key strategic management role; day-to-day management and administration of the summer centres is the responsibility of a team of permanent staff who work remotely for the company from Italy during the year, and move to London for the summer period. The academic manager started to work for LIA in April; his is a permanent post based at HO in Brighton outside the summer period.

Currently, LIA has two centres in London, the Wembley centre based at the College of North West London in Wembley and the Garden Halls/Parry Halls, which are part of the University of London campus in Bloomsbury. A zig-zag timetable operates in both centres.

This full inspection took three days and was a hybrid inspection, with one inspector on site and one working remotely. The inspectors spent a full day at the Wembley centre and two full days at the Garden Halls/Parry centre. HO meetings took place at Garden Halls.

At the Wembley centre the inspectors held meetings with the centre manager and welfare officer, the director of studies (DoS), the activities manager, an activities leader and two group leaders. One inspector toured the centre and viewed the classrooms, common room, staffroom and canteen. A telephone interview was conducted with a member of staff from the registered homestay agency used by LIA. A focus group meeting was held with teachers and two focus group meetings with students. All English language teachers timetabled during the inspection were observed, including the DoS.

At the Garden Halls/Parry centre the inspectors held meetings with the director, the summer operations and HR manager, the academic manager, the operations and welfare manager, the process development and administration manager, two activity leaders and two group leaders. Two focus group meetings were held with students and one with teachers. All teachers timetabled during the inspection were observed.

At both centres one inspector viewed the preparations for afternoon excursions and the residential accommodation remotely. Courtesy visits were made at each centre to the host organisation's liaison member of staff.

Address of main site/head office

Language in Action, 20 Queens Road, Brighton BN1 3XA

Description of sites visited/observed

Courses were being run at both centres visited. LIA hires the premises for the duration of the summer courses (six to eight weeks).

Wembley Centre, College of North West London, Wembley Park Drive, Middlesex HA9 8HP is a further education college located in Wembley Park, North West London, very close to Wembley Park underground station and Wembley football stadium. LIA has the use of rooms in the main block of the college, with exclusive use of three classrooms, a room for students to use as a common room, a main office/staffroom on the second floor and a canteen on the sixth floor. There are separate toilets for staff and students. Accommodation is in private residential student accommodation, a five-minute walk from the college, and homestay accommodation had been arranged for the Brazilian group.

Garden and Parry Halls Centre, 1 Cartwright Gardens, London WC1H 9EN and 19–26 Cartwright Gardens WC1H 9EF are University of London premises, centrally located in the Bloomsbury area of London. In Garden Halls LIA has the use of five classrooms and office space on the ground floor, a large canteen on the lower ground floor, ample soft seating/relaxation areas and separate toilets for staff, students and students aged under 18. Residential accommodation is provided in both halls, which are adjacent.

For both centres entry is through electronic barriers, all students and staff have swipe cards and colour coded lanyards and reception areas are staffed at all times.

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

General ELT for adults (18+) and young people (16+)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input 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

The advertised age range in Garden Halls/Parry is 12–21 for groups and 14–21 for individuals; at Wembley centre the advertised age range is 14–21. Some students may stay for four weeks. As this is the first year LIA has run since the summer of 2019, some students who were due to come in 2020 and had government scholarships to attend are now aged 20 or 21. The advertised age for this year only is 12–21 to include these students.

Both centres offer programmes of 15 hours' English per week, and a programme of activities and excursions. A zig-zag timetable is in operation on a weekly rotating basis so that lessons are in the morning and activities in the afternoon for some groups, and lessons are in the afternoon and activities in the morning for other groups.

Management profile

The director of LIA is based in Garden Halls centre for the summer. He line-manages the operations and welfare manager, the summer operations and HR manager and the academic manager. The process development and administration manager reports to the operations and welfare manager and the summer operations and HR manager. The teachers report to the academic manager. At the Wembley centre, the centre manager line-manages the activity manager/welfare officer and the senior activity leader. The DoS line-manages the teachers and reports to the academic manager in Garden Halls.

Accommodation profile

Two types of accommodation are offered: full-board residential accommodation and homestay accommodation (arranged by an agency registered with the British Council). Rooms in the North London College residence, which are single ensuite, are arranged in flats with a shared kitchen, where breakfast is provided. Rooms in the University of London Garden Hall are also single ensuite; in the adjacent Parry Hall, students have single rooms with private bathroom containing a toilet and sink but pairs of students share a shower room. All meals in Garden/Parry Halls are taken in the residence canteen.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. Strategic and quality management is very good with a clear and robust structure and effective channels of communication. Responsive staff management and appropriate quality assurance measures result in a happy and well-cared-for staff. Student administration is efficient and effective. Publicity is clear and accurate. *Strategic and quality management*, *Staff management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises at both centres provide students and staff with a very comfortable environment for work and relaxation. Resources are well matched to students' and teachers' needs. *Premises and facilities* and *Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive good guidance to ensure that they support students effectively in their learning. Courses are well designed and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Course design* is an area of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Security is very good, welfare is in the hands of experienced and caring staff, and leisure opportunities are varied and well-planned. Students benefit from well-managed services and accommodation is of a high standard. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. Considerable care is taken to ensure that there is good provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided. *Safeguarding under 18s* is an area of strength.

Declaration of legal and regulatory compliance

The items sampled were satisfactory

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
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.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Strength

Comments

M1 There is a very explicit statement of the goals and values of LIA made known to all staff and students through a variety of media, including on notices displayed throughout the centres. It is evident that a great deal of effort is made to encourage staff to feel part of the organisation.

M2 There are detailed plans in place for the future of the organisation with the full support and involvement of Malvern International. Objectives are realistic, and progress towards achieving them is measurable.

M4 Channels of communication are clear and effective; minuted meetings frequently take place at various levels and actions are disseminated to all. All staff spoken to felt involved in, and very much a part of the organisation.

M7 Review and continuous improvement are embedded in the work of LIA; effective systems are in place to ensure that all aspects of provision are reviewed thoroughly at the end of the summer. Many sources of reference, including a very thorough self-evaluation against inspection criteria, are incorporated into the review cycle.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Strength
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M8 A comprehensive suite of detailed human resource policies is in place and made known to staff at appointment.

M11 Induction procedures for the temporary summer staff are very effective; they include face-to-face induction prior to the start of the courses, and well-monitored checklists.

M12 Appraisal and performance processes for permanent staff are robust and supportive. Summer staff are also appraised, with appraisal for teachers linked to classroom observation and to the individual development needs expressed by the teacher. Procedures and guidelines are in place for monitoring unsatisfactory performance and providing good support to any staff about whom there are concerns.

Student administration**Area of strength**

M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.

Strength

M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.

Strength

M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.

Met

M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.

Met

M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.

Met

M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.

Strength

M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.

Met

M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.

Met

Comments

M14 All staff working directly with students and their representatives are friendly, knowledgeable and approachable, demonstrating impressive levels of customer care. Students in the focus group expressed their very real satisfaction with the service and support they receive from all staff in the organisation.

M15 Agents, students and their parents are provided with detailed information and advice. Pre-course information and the student induction help prepare students for their stay, providing very useful information about the centres, the course and aspects of life in the UK.

M19 The policy of attendance is rigorously enforced with immediate action taken if a student does not turn up for a lesson, an activity or a meal.

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.

Not met

M24 Publicity gives clear, accurate and easy-to-find information on the courses.

Not met

M25 Publicity includes clear, accurate and easy-to-find information on costs.

Met

M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.

Met

M27 Publicity gives an accurate description of any accommodation offered.

Met

M28 Descriptions of staff qualifications are accurate.

Met

M29 Claims to accreditation are in line with Scheme requirements.

Met

Comments

The main medium of publicity is the website. Brochures are downloadable from the website.

M23 Although the information in publicity is clear, there were several instances of incorrect, ungrammatical or confusing English. This was amended at the time of the inspection and is no longer a point to be addressed.

M24 The website described courses and content not being offered this year. This was removed during the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Area of strength
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P2 Classrooms and other learning areas provide a suitable study environment.	Strength
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Strength
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P1 The premises in both centres are of a high standard and very well looked after; both offer an attractive and comfortable environment for work and study.

P2 Both centres have the use of dedicated classrooms which are bright, well furnished and well decorated.

P4 The provision of meals is of a high standard in both centres. Healthy options are available and special diets are catered for. Students can refill water bottles at water fountains on both sites.

P5 In both centres signage helps LIA students find their way round the premises easily. Noticeboards are regularly updated, informative and attractively presented.

Learning resources	Area of strength
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Strength
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P8 In addition to digital coursebook materials, staff have access to plentiful resources in the staff resource folders on the shared drive where additional course material is frequently uploaded.

P9 All classrooms are very well equipped with data projection, audio-visual internet access, and whiteboards or flip charts. Technical staff are available at both centres to help with any technical issues.

P12 There is good evidence that teaching and learning resources are regularly reviewed and developed by the academic manager, with changes based on feedback from centre staff and students.

Teaching and learning

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

T4 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	Met
Comments	
T1 A rationale was submitted for one member of the teaching team without a Level 6 qualification. The rationale was accepted within the context of this inspection.	
T2 All members of the teaching team had TESOL qualifications, although two did not meet Scheme requirements. The qualifications were accepted in the context of this inspection; both teachers had received a very thorough induction in classroom management and were being well supported by the academic manager.	
T4 The DoS at Wembley centre is TEFLI. He does not carry out formal observations and is supported by the academic manager who is TEFLQ; both have a wide range of relevant teaching and management experience.	
Academic management	
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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
Comments	
T9 The academic manager and the DoS share the same staffroom/office space as the teaching staff in the centres and this allows for a great deal of informal daily mentoring. Support is in place for newer, less experienced teachers and planning is under way for peer observations. Teachers in the focus groups spoke very highly of the support they received from the academic management team.	
T10 The arrangements for the observation and monitoring of teachers' performance are very effective. Teachers are observed two or three times during their deployment in the summer by the academic manager; in addition, the DoS at Wembley centre does pop-in observations. Observations inform short continuing professional development sessions and arrangements can be made for peer observation.	
Course design and implementation	
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Strength
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Strength
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
Comments	
T11 The course has been very well designed to include lessons which focus on language and skills development, which link language learned in the classroom with the real world. Teachers receive comprehensive guidelines.	
T14 Various initiatives are in place, complementing the English language programme and aimed at encouraging language acquisition through preparation for the out-of-class activities. Target language and skills needed for these initiatives are practised and made explicit to the learners.	
T16 The syllabus integrates lessons with activities outside the classroom; for example, excursions are prepared for and followed up in class.	
Learner management	
	Met

T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	N/a
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

All applicable criteria in this area are fully met.

Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	All

Comments

Three teachers were observed at Wembley; one was the DoS who was teaching fifteen hours per week. All five teachers at Garden Halls were observed.

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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Met

Comments

T23 Overall, teachers provided an acceptable model of English and demonstrated a satisfactory knowledge of linguistic systems. Phonemic script was used effectively by some teachers to support the teaching of pronunciation and stress patterns. In some segments unclear and over-complicated explanations of grammatical points were observed.

T24 The content in nearly all lessons was relevant to the syllabus and the stage of the course. The syllabus naturally resulted in content that was well suited to students' needs and cultural backgrounds. There was a strong focus on developing students' communicative skills and building confidence.

T25 Aims were expressed very clearly in all lessons. Learning outcomes were displayed on classroom walls and some teachers referenced these. Plans were mostly carefully structured and staged and linked closely to students' needs. The activities students were engaged in and the sequence of activities were mostly coherent and it was clear to students in most cases why they were doing something and what they were learning

T26 A range of teaching techniques was seen, including nomination, elicitation, good prompting and careful listening to students. In weaker segments there were examples of an over-reliance on teacher explanation, which resulted in teachers talking too much and not allowing sufficient space for students to contribute.

T27 Teachers generally managed their classes well, arranging pair and group work sensitively and giving clear instructions. Some very effective team and mingling activities were seen. Good use of technology was seen in most

classes, though occasionally teachers struggled with setting up activities; there were isolated examples of over-reliance on getting students to read out loud, leading to a lack of interest and engagement.

T28 Feedback on performance was built into the better lesson plans but did not feature at all in some plans or classes observed. Sometimes feedback was formulaic rather than developmental, with some teachers missing opportunities to really focus on students' language needs.

T29 Evaluation of students' learning was done mostly through integrative tasks rather than stage by stage. In some lessons there was good use and selection of tasks and short assessment activities at intervals to check whether learning was taking place. Teachers sometimes made reference to work covered previously.

T30 There was a purposeful and lively atmosphere in most classes. In better segments students were interacting well together and completing stimulating tasks. In weaker segments, high teacher talking time and less motivating tasks resulted in a lower degree of enthusiastic participation.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to satisfactory against the criteria, with the majority being good or better. Overall, teachers provided appropriate models of language and had chosen suitable topics and activities, with clearly defined objectives. Some effective feedback was provided and there were opportunities for students to evaluate their learning. Techniques were generally appropriate. In stronger lessons students were actively involved in worthwhile tasks, but in a minority of segments there was less opportunity for student participation, with a consequent lack of engagement.

Welfare and student services

Care of students	Area of strength
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Strength
Comments	

W1 Safety and security arrangements are excellent. Buildings have CCTV and controlled access; responsibility for safety and security is included in the job description of a named senior manager; and the school has carried out its own risk assessments. Fire drills take place fortnightly, and evacuation times are recorded. A sufficient number of the school staff and residential staff have had first aid training.

W2 There is a detailed emergency plan in the staff handbook and the shared drive. However, relevant features of this are not routinely communicated to students.

W3 Provision for pastoral care is excellent. Each centre has a welfare officer who is introduced during induction, and whose photograph and name are prominently displayed. Welfare officers set aside a time each week for consultations and have weekly meetings with individual students. Centre managers also liaise with agency group leaders concerning students' pastoral needs.

W4 Relevant information and advice, appropriately worded, is included in student handbooks and induction, and displayed in classrooms.

W6 Agency group leaders confirmed that transport arrangements are efficient. Individual students under the age of 18 are met at the airport.

W7 The student induction pack and the website provide a great deal of helpful information.

W8 There is good provision for health care. Information on health care provision is provided in advance and local telephone numbers are displayed. First aiders are available on the premises on a 24-hour basis. Staff also accompany students to hospitals or doctors when necessary, and an instance of this had taken place the evening before the inspection began.

Accommodation (W9–W22 as applicable)	Area of strength
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W9 Residential accommodation is of a very high standard. All students are in well-maintained single rooms, most of which are ensuite. Students in a focus group stated that they were very comfortable in their homestays.

W11 Accommodation is carefully screened for safety and suitability. The school conducts a range of checks on potential new premises, including an assessment of the premises provider's own risk assessment. A checklist is then used to inspect rooms and shared kitchens and bathrooms before students first arrive and every two weeks, at the point of student turnovers.

W12 Clear information on residences is available on the website and in the student induction packs sent to students in advance of their arrival. Agency partners receive full information from Head Office.

W13 Robust procedures are in place for identifying and resolving any problems in the residential accommodation. In addition to first- and second-week questionnaires, students are encouraged to report any issues to reception staff. Evidence was seen that complaints are noted and dealt with promptly. Students in homestay also complete the questionnaires. Any concerns are passed to the accommodation agency for follow-up.

Accommodation: homestay only

W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

W16-20 Homestay accommodation is arranged by an accommodation agency registered with the British Council.

Accommodation: other

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	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength

W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength
Comments	
<p>W24 The content of the leisure programme is well suited to the age and interests of the students. The activities organised by the school draw on the experience of senior staff, agency requests, and feedback from activity staff and students. Contingency planning takes account of the weather, and evidence was seen of flexibility during the inspection. Students in focus groups were very positive about the range of activities offered.</p> <p>W25 The leisure programme is very well organised, with careful research conducted into local events which may have an impact. Excursions are led by a member of the school activity staff, with group leaders having responsibility for their own students. Activity leaders have information sheets and group leaders are also briefed in advance.</p> <p>W26 Risk assessment procedures are carefully designed. Individual risk assessments are conscientiously completed, and activity leaders encouraged to suggest revisions. Group leaders organising independent activities for their own students are advised on risk assessment.</p> <p>W27 Activity managers have considerable relevant experience. Activity leaders were very positive about their induction and the support available.</p>	

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Strength
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

Under 18s represent the vast majority of students. With the exception of a Brazilian group of 14 students, all aged under 18, who were in homestay, all of these were in residential accommodation.

S1 There is a comprehensive safeguarding policy, which is reviewed annually.

S2 Key senior staff in each centre are trained at specialist level and there is good provision for training and retraining of teachers and other staff. The policy and code of conduct are made known to agency group leaders and all other adults in contact with under 18s.

S7 Considerable care goes into residential rooming allocations to take account of gender and age.

Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

Comments

D1 The items sampled were satisfactory.

Organisation profile: multicentre

Inspection history	Dates/details
First inspection	2017
Last full inspection	2017
Subsequent spot check (if applicable)	2018
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	Malvern House London, Malvern House Brighton, Communicate School of English
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2014
Ownership	Name of company: Language in Action, part of Malvern International Ltd Company number: 03848072
Other accreditation/inspection	N/a

Premises profile

Address of Head Office (HO)	1 Cartwright Gardens, London WC1H 9EN
Name and location of centres offering ELT at the time of the inspection but not visited	N/a
Name and location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

DATA ON CENTRES VISITED

1. Name of centre	Garden and Parry Hall centre
2. Name of centre	Wembley Campus
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited				
	1	2	3	4	5
Centres					
ELT/ESOL students	At inspection				
18 years and over	41	6			
17 years and under	212	62			
Overall total	253	68			

U18 programmes: advertised minimum age(s)	12 for groups 14 for individual students	14			
U18 programmes: advertised maximum age(s)	21	21			
Predominant nationalities	Italian				

Staff profile at centres visited	At inspection				
	1	2	3	4	5
Centres					
Total number of teachers and academic managers on eligible ELT courses	6	3			
Total number of activity managers and staff	4	2			
Total number of management (non-academic) and administrative staff	1	1			
Total number of support staff	20	5			

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	0			
Academic managers without TEFLQ qualification or 3 years' relevant experience	0	1			
Total	1	1			
<i>Comments</i>					

The DoS at Wembley was teaching 15 hours per week for the first two weeks of the course.

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	1	0			
TEFLI qualification	4	0			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	0			
Teachers without appropriate ELT/TESOL qualifications.	0	2			
Total	5	2			
<i>Comments</i>					

None.

Accommodation profile

Numbers of students in each type of accommodation at time of inspection: at centres visited										
Arranged by provider/agency	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Centres										
Homestay	0	0				0	14			
Private home	0	0				0	0			
Home tuition	0	0				0	0			
Residential	41	6				212	48			

Hotel/guesthouse	0	0				0	0			
Independent self-catering e.g. flats, bedsits, student houses	0	0				0	0			

Arranged by student/family/guardian	Adults					Under 18s				
Staying with own family	0	0				0	0			
Staying in privately rented rooms/flats	0	0				0	0			
	Adults					Under 18s				
Overall totals	41	6				212	62			

Centres	1	2	3	4	5
Overall total adults + under 18s	253	68			