

Organisation name	Languages United, Bath
Inspection date	24–25 July 2024

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

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited Languages United, Bath in July 2024. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general English for adults (18+) and young people (16+), for closed groups of adults (18+) and under 18s and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, academic management, learner management, teaching, care of students, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Languages United (LU) was first inspected and accredited in 2007. The last inspection of the main school took place in 2019. LU is owned by the director and managing director, who are permanently based at the school, and two non-executive directors based in Portugal. The school operates year round from its main premises and offers junior courses in the summer at Bath College nearby. The YMCA building across the road from the main premises is occasionally used for overspill classrooms outside the summer period. Students mostly come through agents and the school accepts individuals and closed groups throughout the year. The school also offers courses in foreign languages for the local community on demand, on a one-to-one basis.

The inspection took place over two full days with two inspectors. Meetings were held with the director, managing director, the director of studies (DoS), the head of student services, and enrolment, the enrolment officer, the activities manager and two activity leaders and a member of the catering team at Bath College. A remote meeting was held with the head of estates and sustainability at Bath College. Focus group meetings were held with teachers and students at both centres, and group leaders at the summer centre. All but one teacher timetabled during the inspection were observed. One of the inspectors visited three homestays and both inspectors also briefly visited the dining and social area at the nearby YMCA premises that is occasionally used for closed groups.

## Address of main site/head office

Languages United, 66 Walcot Street, Bath BA1 5BD

## Description of sites visited/observed

The main school occupies a three-storey period building in central Bath. The entrance hall and reception office are located on the ground floor. Immediately upstairs there is a teachers' room and adjoining kitchen, leading upstairs to three classrooms. The second floor comprises two further classrooms, an office shared by the managing director and director, a student common area, and a student kitchen. Toilets are located on the ground and second floor.

Bath College (Avon Street, Bath BA1 1UP) is a ten-minute walk from the main school. Languages United has their own reception point on the ground floor and they occupy a wing of classrooms on the second and third floors. LU has created a large open breakout area for students to enjoy between breaks, play some games and instruments and socialise. Classrooms are located along a central corridor on each floor. There are male and female toilet facilities on the second and third floors. A staff toilet is located on the second floor. The teachers' area is a converted classroom located on the second floor. There is stair and lift access to each floor.

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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" 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"/>
Applied English/Content and language integrated learning (CLIL)	<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 school offers general English courses for 15 or 22.5 hours per week in groups of a maximum 12 adult students per class, or 15 juniors per class. These classes can be supplemented with one-to-one tuition. Junior summer courses are offered over a six-week period from late June to early or mid-August comprising three hours of English tuition each morning, with afternoon options of additional lessons or activities. Evening activities and a day excursion are also part of the programme.

## Management profile

One director is responsible for finance and IT, business processes and quality management. The managing director is responsible for academic management, sales and marketing and is also director of the summer school. The head of student services and enrolment, enrolment officer and director of studies report directly to her.

## Accommodation profile

The school offers homestay accommodation and occasionally some residential accommodation in a nearby hostel, although this was not in use in the inspection week. The school has approximately 100 homestays located no more than a 30-minute journey by public transport from the school, with the majority within walking distance. At the time of the inspection, all but four of the adult students and one of the junior students, and all the group leaders were staying in homestay accommodation, with a total of 53 homestays in use.

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students and staff, and in accordance with the provider's stated goals, values, and publicity. *Strategic and quality management*, *Staff management* and *Student administration* are areas of strength.

### Premises and resources

The provision meets the section standard. The premises provide a comfortable environment for students. Safety and security are generally well provided for, but fire doors were propped open in the main school posing a potential risk. Learning resources are satisfactory but a large quantity of photocopied material was seen in use in some classes.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile appropriate to the context and deployment is effective. The teachers benefit from good support from the academic management team. Courses are structured and managed to provide maximum possible benefit to students and learner management is effective. The teaching observed met the requirements of the Scheme. *Academic management*, *Learner management* and *Teaching* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. The school provides its students with very good pastoral care. The school offers appropriate, comfortable and safe accommodation. The leisure programme is well resourced and very well designed to meet the needs of the students. *Care of students* and *Leisure opportunities* are areas of strength.

### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is very good provision for the safeguarding of students under the age of 18 within the school; and in the leisure activities and accommodation provided. The safeguarding policy is detailed. Training for staff is very good with a strong safeguarding leadership team. *Safeguarding under 18s* is an area of strength.

### Declaration of legal and regulatory compliance

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

## 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.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength

M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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 The school's goals and values are clear, simple, easy to understand and reflect its commitment to environmental consciousness. The vision and approach are clearly stated in all relevant policy documents, including in the staff information on the intranet and displayed on school walls to very good effect.

M2 A very open culture is evident in the school with plans and developments being shared with staff and other stakeholders. Diversity, inclusivity and environmental objectives are an integral part of future plans, relating specifically to the goals and values of the school.

M3 The ELT structure is clear and well communicated. Staff know their roles well and are able to deputise for each other to ensure cover and the continuity of provision. The structure is reinforced within the school through displays of staff photographs and information.

M4 Communications are effective; good use is made of a range of both formal and informal channels, including regular and well-attended meetings, and staff are well informed and engaged.

M5 Feedback is obtained from students in a variety of ways, as appropriate to the age of the students and length of stay. The information is collated; there is evidence that the information is shared, acted upon as appropriate, and informs future development.

M6 Feedback is systematically obtained from staff and other stakeholders through staff exit questionnaires, a staff suggestion box, regular meetings at all levels and through annual appraisal. There is evidence of appropriate action taken in response.

M7 The ongoing self-evaluation process in the school is thorough and incorporates feedback from a range of sources including feedback from staff, students, and group leaders, as well as evaluating the work of the school against Scheme criteria.

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 ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

#### Comments

M8 Staff well-being and satisfaction are key to the ethos of the school, evidenced by a comprehensive suite of HR policies created professionally. Staff in the focus groups felt valued and well supported.

M10 There are very thorough and effective recruitment and selection procedures. The recruitment policy is supported by detailed and well-documented procedures and good records.

M11 Induction is comprehensive and thorough, including electronic checklists alongside one-to-one introductions to the school and ongoing support for new members of staff. One of the most recently appointed teachers spoke very positively about how useful the induction had been in preparing him for his role.

M13 There are effective procedures to ensure that CPD of all staff meets the needs of the individuals and the school. Statutory training for all staff is well documented and appraisals effectively identify training needs and opportunities.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good 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.	Met

M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

#### Comments

M14 The management and administrative teams work closely together to provide a personalised service. Student and other customer feedback on the helpfulness of all school staff is consistently very good.

M16 There are easy to follow systems in place for applicants. The enrolment process is very efficiently handled in a professional and helpful manner, records are meticulously kept and available to key staff at all times.

M18 Rules are made clear to students through pre-course materials, induction, handbooks, and noticeboards. An effective, student-friendly code of conduct video is on the school's website, ensuring that all students understand what is expected of them.

<b>Publicity</b>	Met
M21 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
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M25 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.	Not met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The main medium of publicity is the school's website.

M24 At the start of the inspection there was no information on the cost of coursebooks or exam fees on the website. These were added at the time of the inspection and this is no longer a point to be addressed.

M25 Information on the level of care and support given to students under the age of 18 was lacking detail. This was amended during the inspection and this is no longer a point to be addressed.

### Premises and resources

<b>Premises and facilities</b>	Met
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 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
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments	
P1 Although good records of fire drills, evacuations and premises risk assessments were in place and up to date, It was noted that an externally produced Fire Risk Assessment had not been carried out for some time and that a new assessment should be carried out to ensure compliance with legislation changes.	
P2 Premises in the main school are in a good state of repair, very clean and well maintained. Thoughtful use has been made of these older premises to provide a very comfortable and attractive environment. Bath College premises are of a very high standard.	

Learning resources	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Not met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments	
P7 Although resources for students are sufficient, a large quantity of photocopies was observed being used in some classes in the main school.	

## Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

Comments	
The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the organisation's context. There is a good range of skills and experience in different teaching contexts to enhance the delivery of the courses on offer. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength



Comments
T7 There are very effective arrangements for the academic induction of new teachers including an invitation to observe classes before starting teaching. Information about the courses they are to teach, and their role and responsibilities are made available in advance. Induction is personalised and includes time to plan lessons with the academic manager.
T8 Arrangements for day-to-day guidance and support for teachers are very effective. Teachers expressed their appreciation of the open-door policy, and new teachers are given time to work with the academic manager. There are regular meetings which provide opportunities for teachers to exchange ideas.
T9 Observation and monitoring are carried out regularly and peer observation is encouraged. Observation records are detailed and supportive and include points of action for teachers. Observation reports form the basis of teacher appraisals. Teachers in the focus group were appreciative of the observation process and the feedback, with suggested areas to work on.
T10 CPD features very strongly in the school with all staff having a personal CPD record and multiple opportunities to develop themselves professionally, including help to upgrade qualifications. Summer school teachers have regular 'bite sized' CPD sessions to support their immediate development needs. All teachers in the focus group spoke very highly of the CPD opportunities available to them.

Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

Comments
All criteria in this section are fully met.

Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength

Comments
T16 Regular tests and the review of individual progress in tutorials provide very effective procedures for monitoring students' progress. Assessment is linked to an external reference and progress is discussed in tutorials.
T17 The tutorials and ad hoc language support clinics offered by the DoS are very effective in helping students identify their learning needs; it was clear from speaking to students that they receive all the support they require.
T18 Students have access to a wealth of information and expertise within the school to advise and guide them should they wish to progress to mainstream education in the UK.

#### Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	Adult general classes and the junior summer course.

Comments
One teacher was absent. Cover was provided by the DoS.

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met



T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Strength
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Strength
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

#### Comments

T19 Generally, teachers produced accurate models of spoken and written English. In better segments, support for pronunciation was provided by use of phonemic script, stress marks and effective modelling. Occasionally unclear explanations were given.

T20 Some class profiles showed very good understanding of the needs, both cultural and linguistic of the students and lessons were designed to take these needs into account. There was a strong focus on developing students' communicative skills and building confidence. It was clear that some teachers knew their students well, even in short stay summer school classes. Content reflected not only the interests and needs of the students but also the green ethos of the school.

T21 Learning outcomes were consistently displayed on classroom walls and on mini-whiteboards, often referred to, and worked towards with logical staging and sequencing of activities.

T22 There was evidence of a satisfactory range of techniques to present and practise language and to develop skills. Teachers generally elicited and illustrated the meaning of target language well. In better lessons, attention was paid to student pronunciation. Occasionally, there was an over-reliance on teacher explanation which resulted in too much teacher talking time, with little space for students to contribute.

T23 Teachers generally made competent use of the available teaching and learning resources: whiteboards, screens, coursebooks and handouts. Seating arrangements were appropriate and pair and groupwork was generally handled well.

T24 Feedback on performance was built into the better lesson plans but did not feature in all. Often feedback was formulaic and positive rather than constructive, missing opportunities to focus on students' developing language needs.

T25 There was clear evidence in most plans that students would be encouraged to evaluate what learning had taken place. Opportunities were created in the majority of cases for students to demonstrate their learning against intended outcomes, and lessons included appropriate tasks to enable teachers to evaluate learning.

T26 In almost all classes, teachers established a positive and purposeful learning atmosphere, and students were engaged in their lessons. Teachers made good use of personalisation and promoted a very positive and inclusive atmosphere.

#### Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 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
W3 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
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Met

Comments	
W1 A comprehensive critical incident plan is in place to deal with emergencies on both the teaching sites and when students are off site. Activity planning and risk assessments for leisure activities include full information about responding to critical incidents, and there is appropriate guidance in place for all key stakeholders.	
W2 The provider has a whole school approach to welfare issues, which was evidenced strongly in meetings with staff, students, homestay hosts and group leaders. There is clear signposting to students about who to approach for support, and the lead welfare member of staff has relevant training in therapeutic support.	
W3 The school has excellent, well-thought through equality, diversity and bullying policies, and respect and tolerance feature prominently in the school's ethos.	

Accommodation (W7–W18 as applicable)	Met
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Met
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments	
W10 Students receive very good information about their accommodation, including pen portraits of the hosts, details about travelling to school and maps of the homestay location.	
W12 All hosts and other residential providers receive and sign clear written confirmation of the agreement in respect of the provision of accommodation. The provider has excellent internet pages for providing information, guidance, blogs and other important information for hosts, presented in an accessible and helpful style.	

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments	
All criteria in this section are fully met.	

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	Met

Comments	
All criteria in this section are fully met.	

Leisure opportunities	Area of strength
W19 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
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength

W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Strength
<b>Comments</b>	
W20 There are some very good activities planned for summer junior students, many of which enhance the linguistic and cultural benefits of local attractions and visits to places of interest. Students and group leaders spoke very highly of the programme, and their feedback was considered in planning the programme.	
W21 The leisure programme for summer junior students is well resourced. There are two named activity staff with responsibility for leading the programme. They are well briefed and students were very positive about the encouragement and support received from them.	
W22 Activity plans are extremely thorough, with well-planned risk assessments and activity information in place that are reviewed regularly by the staff delivering activities.	
W23 The activity staff who lead the leisure programme complement each other very well, with one recently teacher-trained and the other educated to degree level in sports coaching. They have also both completed appropriate activity leader, safeguarding and first aid training as part of their comprehensive induction process.	

## 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.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met
<b>Comments</b>	

The school enrolls mostly adult students through the year, with occasional closed groups of juniors. In the summer months, the school offers a junior programme for students aged 12 to 17, delivered at separate premises at a local college, and continues to offer a relatively small adult provision alongside this in the main school premises. At the time of the inspection 95 of the 108 students registered were aged under 18.

S1 The safeguarding policy is comprehensive and is regularly reviewed by the safeguarding team. There are monthly safeguarding and quality meetings. The policy is supported by relevant documents including codes of conduct and incident-reporting documentation.

S2 The policy is shared very effectively with stakeholders through both online information sites and face-to-face briefings and training. All staff and any homestays accommodating students under the age of 18 are appropriately trained. There are two members of staff trained to specialist level, and a further two to advanced level.

S4 The school has excellent measures for recording and tracking suitability checks and references, and where appropriate other police checks for all adults in roles with substantial access to students under 18. Staff returning from other work have new references and local police checks if working overseas. Interviews include additional safeguarding questions and applicant responses to safeguarding scenarios.

S5 There are comprehensive measures in place to ensure the safety of young people during their scheduled lessons and activities. These include separate lockable parts of the hired college premises that ensure inappropriate access is not possible, and well-thought through risk assessments of all activities.

## Declaration of legal and regulatory compliance

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

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

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

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

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

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

#### Comments

D1 Sampling identified the following issues: fire doors were propped open; a large quantity of photocopies was seen in use in some classes; the school should seek further advice from the relevant regulatory body.

#### Organisation profile

Inspection history	Dates/details
First inspection	2007
Last full inspection	2019
Subsequent checks/visits (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Teaching of foreign languages on demand
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

#### Private sector

Date of foundation	2006
Ownership	Name of company: Languages United Ltd Company number: 5585802
Other accreditation/inspection	N/a

#### Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	Venues hired for evening social activities: Widcombe Social Club, Bath BA2 AA (10 mins walk from school)
Details of any additional sites not in use at the time of the inspection	When needed: YMCA conservatory, Bath BA1 5LH for additional classroom space (YMCA restaurant used for lunches with groups outside the summer season); St Michael's church, Bath BA1 5LJ for morning breaks outside summer season; Guides' Hall, Bath BA1 5BD, classrooms as necessary. All within 5–10 minutes' walking distance of the school.

#### Student profile

	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	12	15
Full-time ELT (15+ hours per week) aged 16–17 years	35	60
Full-time ELT (15+ hours per week) aged under 16	60	60
Part-time ELT aged 18 years and over	1	5
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total ELT/ESOL students shown above</b>	<b>108</b>	<b>140</b>
Adult programmes: advertised minimum age	16+	N/a
Adult programmes: typical age range	18–41	18–25
Adult programmes: typical length of stay	3–4 weeks	3–4 weeks

Adult programmes: predominant nationalities	French, Spanish, Japanese, Saudi Arabian	Italian, Spanish, Saudi Arabian
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	Italian, Portuguese, Spanish	Italian, Spanish

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	11	12
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 20 hours a week	7	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	3	
Total number of support staff	2	

#### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	1
Academic managers without TEFLQ qualification or three years' relevant experience	0
Total	1
Comments	

The academic manager does not teach in the summer but is available for cover.

#### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	3
TEFLI qualification	6
ATEFL portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	2
Total	11
Comments	

None.

#### Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	7	94
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0

<i>Arranged by student/family/guardian</i>		
Staying with own family	0	1
Staying in privately rented rooms/flats	6	0
Overall totals adults/under 18s	13	95
Overall total adults + under 18s	108	

#### **Items requiring early action**

Evidence must be submitted within three months to demonstrate that weaknesses in P1 have been addressed. The required evidence was subsequently submitted.