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| Organisation name | Languages United, Bath |
| Inspection date | 17–18 July 2019 |

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

| Recommendation |
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| We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in M10, W9, S4 and S5 have been addressed. The required evidence was subsequently submitted. |

| Summary statement |
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| <p>The British Council inspected and accredited Languages United, Bath in July 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This small private language school offers courses in general English for adults (18+) and young people (16+), for closed groups of under 18s and vacation courses for under 18s.</p> <p>Strengths were noted in the areas of student administration, care of students and leisure opportunities.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p> |

Introduction

Languages United (LU) was first inspected in 2006 and first accredited in 2007. The last inspection of the main school took place in 2015. 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. They occasionally use the YMCA building across the road from the main premises 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 a one-to-one basis.

The inspection took place over two full days with two inspectors. Meetings were held with the director, managing director/director of studies (MD/DoS), the head of student services, the course manager, the assistant director of studies (ADoS), the senior teacher, the two welfare and accommodation officers, two activity leaders, interns and the summer school receptionist. Focus groups were held with teachers and students at both centres, and group leaders at the summer centre. All teachers timetabled during the inspection were observed. One of the inspectors visited three homestays and the YMCA residence accommodation that is occasionally used by the school.

Address of main site/head office

Languages United, 66 Walcot Street, Bath BA1 5BD

Description of sites visited

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 director and director of studies, a student common area, and a staff/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 third and fourth floors. LU has created two large open breakout areas for students to enjoy between breaks, eat their packed lunches and relax. Classrooms are located along a central corridor on each floor. There are male toilet facilities on the third floor and female toilets on the fourth floor. Staff toilets are located on each floor. The teachers' room is a converted classroom located on the third 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"/> |
| 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 15 students 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 August comprising three hours of English tuition per day with afternoon and evening activities.

Management profile

The director is responsible for finance and IT, business development and quality management. The MD/DoS is responsible for academic management, sales and marketing and is also director of the summer school. The head of student services and activities and the course manager report directly to her, as do the ADoS and senior teacher when employed on academic administrative or management tasks.

Accommodation profile

Languages United offers homestay accommodation year round, usually located within 30 minutes of the school either by bus or on foot. The majority of students stay in homestay accommodation, including students on the junior summer programme.

Year round, rooms are also booked for individuals (18+) and groups (10+) in the local YMCA, a two-minute walk from the school.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates for the benefit of the students in accordance with its goals and values. There are appropriate quality assurance policies; however, policies are not always implemented in full. The maximum age for students on the young learners programme is not adhered to. *Student administration* is an area of strength.

Premises and resources

The provision meets the section standard. Overall, the premises provide students and staff with a comfortable and professional environment. The summer centre, in particular, has excellent facilities and the school has made good use of the space available to create an open and inviting relaxation area. While the main site is considerably smaller, the management team have made good use of the space available to them and use nearby facilities during break times to ensure staff and students have adequate space for relaxation. Classrooms are more than adequate for the maximum number of students at the summer centre but somewhat cramped at the main school when classes are full. A good range of materials is available appropriate to the age and needs of the students.

Teaching and learning

The provision meets the section standard. The academic staff team has an appropriate professional profile; however, during busy periods guidance for less experienced teachers from a TEFLQ manager is minimal. Overall, courses are structured and managed to provide the maximum benefit to students but less experienced teachers would benefit from more support from a TEFLQ manager when planning lessons in summer in particular. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Students' needs for safety and security are met and their personal welfare is taken seriously with a great deal of individual attention. Accommodation is generally appropriate and well managed and leisure opportunities are suitable for the needs of the students and very well organised. *Care of students* and *Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard. Provision for the safeguarding of students under the age of 18 within the organisation and on leisure activities is generally appropriate, with good supervision at the junior school. Attention needs to be paid to managing the implications of adult students attending junior activities. Recruitment procedures are thorough, but not always followed.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

| Strategic and quality management | Met |
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| 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. | Met |

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| 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. | Met |

Comments

M1 The school philosophy is clearly stated and embedded in all aspects of school life. It is clearly displayed throughout the premises, informs aspects of the teaching syllabus and is widely available in all publicity. Core values are linked to codes of conduct for staff and students.

M4 There are very good channels of communication within the organisation. Formal minuted meetings are held regularly and informal discussions between staff take place on a daily basis.

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| Staff management and development | Met |
| M8 The provider implements appropriate human resources policies, which are made known to staff. | Met |
| M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these. | Not met |
| M10 There are effective procedures for the recruitment and selection of all staff. | Not met |
| M11 There are effective induction procedures for all staff. | Strength |
| M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff. | Met |
| M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation. | Met |

Comments

M9 Job descriptions did not include specific safeguarding roles but this was rectified during the inspection and is no longer a point to be addressed.

M10 Two references had not been secured for all staff and some references did not cover suitability to work with under 18s or disciplinary procedures. Staff files did not contain proof of ID and some certificates had not been signed.

M11 Induction procedures are strong and include a thorough checklist. Recently inducted teaching staff had a thorough knowledge of all school policies and procedures and commented that the induction process had been extensive.

M13 Overall this criterion is met but there is a lack of continuing professional development (CPD) for teachers in response to observation feedback.

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| 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. | Strength |
| 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. | Met |

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| M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course. | Met |
| M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint. | Strength |

Comments

M14 The administration team have a calm, professional yet very approachable manner and deliver a good level of customer service. Group leaders and students commented on the friendliness and availability of staff to deal with any questions or issues that arise.

M15 Enquiries are dealt with efficiently and professionally and a wide range of information is available in advance of booking, including a link to the student handbook which is comprehensive and accessible. Group leaders commented on the helpfulness of staff and their willingness to be flexible if needed.

M16 Enrolment, cancellation and refund policies are very clear and handled efficiently. The enrolment process is smooth and staff have regular contact with students in advance of their arrival. Systems are in place to ensure all necessary documentation is sent and received by the school in advance of a student's arrival.

M21 The complaints procedure is thorough and available at many junctures including the student information page on the website and in all classrooms. Complaints are dealt with calmly and sensitively.

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| Publicity | Met |
| M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources. | Met |
| M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English. | Met |
| M24 Publicity gives clear, accurate and easy-to-find information on the courses. | 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 source of publicity is the website.

M24 The publicised maximum age for students on the young learners' programme is 17 years but during the inspection an 18 year-old had been accepted onto the course.

Premises and resources

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| Premises and facilities | Met |
| P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff. | Met |
| P2 Classrooms and other learning areas provide a suitable study environment. | Not met |
| P3 Students have adequate room and suitable facilities for relaxation and the consumption of food. | 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. | Met |
| P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information. | Met |
| P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking. | Met |

Comments

P2 Classrooms at Bath College are spacious and well equipped but those in the main building appear cramped due to stacks of furniture not currently in use, and struggle to hold a maximum of 15 students comfortably. The only student common room in the main building is also occasionally used as a classroom, multi-faith room, library, study centre and source of information on suggested activities in and around Bath.

P3 Overall this criterion is met. Given the limitations of the main building, the school has taken measures to ensure that alternative premises nearby are available for relaxation and toilet facilities.

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| Learning resources | Met |
| P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered. | Met |
| P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised. | 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 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. | Met |

Comments

P7 Overall this criterion is met but the summer centre resources are limited and teachers commented on the need for additional materials suited to the age of the students.

Teaching and learning

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

Comments

T1 Two teachers do not hold a Level 6 qualification. Rationales were presented which were accepted for both teachers in the context of the inspection due to their exposure to other post-school education and training, attendance at CPD sessions, and their life experience.

T4 The academic management team comprises the TEFLQ DoS and an occasional ADoS who is contracted to work as and when considered necessary. The senior teacher is not considered as part of the academic management team as she is only TEFLI and has a full teaching timetable, however, she supports the team with additional administrative responsibilities when necessary and her job description includes cover for the Director of ELT during their absence.

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| Academic management | Met |
| T5 Teachers are matched appropriately to courses. | Met |
| T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms. | Met |
| T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers. | Met |
| T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected. | Met |
| T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers. | Not met |
| T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager. | Not met |

Comments

T9 Although the senior teacher provides good day-to-day guidance and support for summer teachers, she has a full teaching schedule and is not TEFLQ. During the teacher focus meeting at the summer centre, teachers commented that they would benefit from more guidance and support, especially with lesson planning. At the main school, during

the summer period, more experienced teachers are timetabled so that there is less need for teacher support from the DOS.

T10 Not all teachers had been observed on summer courses.

| Course design and implementation | Met |
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| T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance. | Met |
| T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students. | Met |
| T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students. | Met |
| T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills. | 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 Overall this criterion is met but summer teachers commented that they would appreciate more support and guidance with course planning.

T14 Courses make an explicit link to the afternoon activity programme at the summer centre. Students are prepared for each activity through a range of materials and tasks designed to develop their interest and relevant language skills.

T16 Preparation for the daily activity is included in the language programme to ensure that students are fully engaged in the activity on summer centre courses. Students in the main school commented on their exposure to 'real' English during lessons.

| Learner management | Met |
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| 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. | Met |
| T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians. | Met |
| T22 Students wishing to progress to mainstream UK education have access to relevant information and advice. | Met |

Comments

All criteria in this area are fully met.

Classroom observation record

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| Number of teachers seen | 12 |
| Number of observations | 12 |
| Parts of programme(s) observed | All |

Comments

None.

| Teaching: classroom observation | Met |
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| T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English. | Met |
| T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account. | Met |

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| T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities. | Met |
| T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners. | Met |
| T27 Teachers promote learning by the effective management of the classroom environment and resources. | Met |
| T28 Students receive appropriate and timely feedback on their performance during the lesson. | Not 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 Although most teachers provided good models of spoken and written language, in weaker segments there was little attention to the spoken form.

T24 There were some good attempts to link the local community and afternoon activities into lessons; however grammar based lessons provided little opportunity for students to practise speaking skills. Some class profiles were more detailed than others but some teachers did not consider their students' individual or collective needs in lesson plans.

T25 All teachers shared the lesson outcomes with their students and had planned logical lesson plans.

T26 Overall this criterion is met but teaching techniques were generally limited to nomination and elicitation with occasional attempts at drilling. In better segments, however, teachers personalised examples of language, and encouraged peer correction and paraphrasing.

T27 The seating arrangements in most classes were appropriate and instructions were generally clear but not always checked. Most teachers demonstrated good use of technology to enhance the lesson but handouts were generally of poor quality and often not referenced.

T28 There was very little evidence of error correction; any examples observed were whole-class plenary and little feedback was given on the students' language production. While teachers monitored well, feedback after activities was often cursory and tasks were not differentiated to cater to stronger students. Inaccurate pronunciation and language was accepted and there was little encouragement of peer or self-correction.

T29 In stronger lessons, students were given a range of activities to practise newly acquired language; however, in weaker lessons, there was little evidence of concept checking.

T30 Overall there was a good level of engagement in the lessons and some teachers included activities to vary the pace by encouraging students to move around the room. However, classroom activities at the summer centre were not always appropriate to the age or interests of the students. In better segments teachers had created imaginative tasks with an interesting use of resources but weaker lessons were too theoretical or included abstract concepts or academic ideas which are not appropriate to a summer school.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory with the majority being satisfactory. Teachers delivered well staged lessons with clear outcomes made known to their students. More attention needs to be paid to error correction and feedback after activities to evaluate that learning has taken place.

Welfare and student services

| Care of students | Area of strength |
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| 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. | Strength |
| 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. | Met |

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| W7 Students receive advice on relevant aspects of life in the UK. | Strength |
| W8 Students have access to adequate health care provision. | Met |
| Comments | |
| W1 Great care is taken to look after the safety and security of students on the premises and all significant risks are addressed. Measures taken include a strict signing-in policy on both sites, clear identification of staff, students and visitors, designated monitors during break times, frequent fire drills and regular testing of security systems. | |
| W2 There is a comprehensive and very well understood emergency plan, which is included in staff and student inductions. A printed summary of emergency procedures is stored in the lanyards of all staff and group leaders. | |
| W3 Pastoral provision is very good. Students' welfare is discussed at staff meetings and in tutorials. Students are known by name, and hosts, activity leaders, group leaders and students commented very positively on the level of support offered. | |
| W4 Policies relating to tolerance and respect are well expressed and available in a number of forms within the school and in online information for students and stakeholders. The policies are reflected in the values and ethos of the school. | |
| W7 A wide range of relevant and up-to-date information is available and clearly presented on the students' online portal. Further information and advice is given during the student induction. | |

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| Accommodation (W9–W22 as applicable) | Met |
| <i>All accommodation</i> | |
| W9 Students have a comfortable living environment throughout their stay. | Not met |
| W10 Arrangements for cleaning and laundry are satisfactory. | Met |
| W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that. | Strength |
| W12 Students receive written confirmation of accommodation booked, giving clear and accurate information. | 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 |

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| Comments | |
| W9 All homestay accommodation was very welcoming and provided a warm family environment for the students. All three homestays were accommodating three students in a bedroom on request. However, one bedroom was not configured to accommodate three beds comfortably. | |
| W11 Suitability checks are carried out routinely and all information is recorded on a computerised system. Automatic prompts are generated for hosts to update safety checks as well as personal and security information. | |
| W12 Students receive useful information about the accommodation they have booked, including a pen portrait of the homestay hosts and links to local travel information. | |
| W13 Initial feedback is collected and followed up promptly by relevant staff. Feedback on hosts is stored in their electronic record and problems are addressed in personal communication. Evidence was seen during the inspection that staff are able to act quickly to resolve issues that arise. | |

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

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

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| <i>Accommodation: other</i> | |
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| W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties. | Met |
| W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear. | N/a |
| Comments | |
| All criteria in this area are fully met. | |

| Leisure opportunities | Area of strength |
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| 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. | Strength |
| W24 The content of any leisure programme is appropriate to the age and interests of the students. | Met |
| 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 |
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| <p>W23 The leisure programme for juniors is negotiated during the booking stage and all events and activities are added to the students' online portal and can be viewed easily. There is no organised leisure programme at the adult school, but information about local activities and cultural events is posted in a diary in the common room.</p> <p>W25 Activities are very well organised and resourced. Lines of communication and reporting are extremely clear and staff include the interns, who support the activity leaders (ALs). Lessons include preparation activities to ensure students are well briefed.</p> <p>W26 Risk assessments are specific and are updated after each activity. First-aid-trained staff are always present and carry a first-aid kit, emergency plan and emergency contact details.</p> <p>W27 Supervision for all activities is very appropriate. The ALs have sufficient experience to lead the regular planned activities, and specialist physical or musical activities are led by professional third-party contractors.</p> |

Safeguarding under 18s

| Safeguarding under 18s | Met |
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| 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. | Met |
| 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. | Not met |
| S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities. | Not met |
| S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme. | Met |
| S7 There are suitable arrangements for the accommodation of students. | Met |
| S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students. | Met |

| Comments |
|---|
| <p>Approximately 91 per cent of the students are under 18. Students aged 16–17 are placed in adult classes year round. In most months of the year under 18s outnumber adult students, but the proportion of adult and junior students changes when groups are enrolled. In the junior centre (12–17), one 18-year-old student had been enrolled on the summer programme.</p> <p>S2 The level of safeguarding training is good. The designated safeguarding lead and her cover are trained to specialist level, the designated safeguarding officers are trained to advanced level and all other staff, group leaders,</p> |

interns and hosts have received basic safeguarding training. Codes of conduct have been produced specifically for staff, group leaders and hosts.

S4 Recruitment policies and procedures are clear. However, they have not always been followed; three teachers at the junior school did not have two references (see M10).

S5 Written procedures for supervision are very clear and overall these are followed. However, one 18-year-old student was enrolled onto the junior course and there was no evidence that the potential risks of this arrangement had been considered. A risk assessment was completed during the inspection and this is no longer a point to be addressed. Adult students are invited to join the junior leisure programme and there is no assessment of the potential risks involved.

Declaration of legal and regulatory compliance

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

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

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

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

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

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

Comments

D1 The items sampled were satisfactory.

Organisation profile

| Inspection history | Dates/details |
|---|-------------------------------|
| First inspection | 2007 |
| Last full inspection | 2015 |
| Subsequent spot check (if applicable) | N/a |
| Subsequent supplementary check (if applicable) | N/a |
| Subsequent interim visit (if applicable) | 2018 |
| Current accreditation status | Accredited |
| Other related non-accredited activities (in brief) at this centre | Teaching of foreign languages |
| 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 | Some venues hired for social activities, e.g. Widcombe Social Club. |
| Details of any additional sites not in use at the time of the inspection and not visited | YMCA three rooms used as classrooms. |

Student profile

| | At inspection | In peak week: July (organisation's estimate) |
|--|---------------|---|
| ELT/ESOL students (eligible courses) | At inspection | In peak week |
| Full-time ELT (15+ hours per week) 18 years and over | 11 | 11 |

| | | |
|---|------------------------|------------------------|
| Full-time ELT (15+ hours per week) aged 16–17 years | 38 | 38 |
| Full-time ELT (15+ hours per week) aged under 16 | 91 | 91 |
| Part-time ELT aged 18 years and over | 1 | 1 |
| Part-time ELT aged 16–17 years | 0 | 0 |
| Part-time ELT aged under 16 years | 0 | 0 |
| Overall total ELT/ESOL students shown above | 141 | 141 |
| Junior programmes: advertised minimum age | 12 | 12 |
| Junior programmes: advertised maximum age | 17 | 17 |
| Junior programmes: predominant nationalities | Italian | Italian |
| Adult programmes: advertised minimum age | 16 | 16 |
| Adult programmes: typical age range | 18–25 | 18–25 |
| Adult programmes: typical length of stay | 2 weeks | 2 weeks |
| Adult programmes: predominant nationalities | Italian, Saudi Arabian | Italian, Saudi Arabian |

| Staff profile | At inspection | In peak week (organisation's estimate) |
|--|---------------|---|
| Total number of teachers on eligible ELT courses | 12 | 12 |
| Number teaching ELT 20 hours and over a week | 1 | |
| Number teaching ELT under 19 hours a week | 11 | |
| Number of academic managers for eligible ELT courses | 1 | 1 |
| Number of management (non-academic) and administrative staff working on eligible ELT courses | 5 | |
| Total number of support staff | 5 | |

Academic manager qualifications profile

| Profile at inspection | |
|--|-----------------------------|
| Professional qualifications | Number of academic managers |
| TEFLQ qualification | 1 |
| Academic managers without TEFLQ qualification or three years relevant experience | 0 |
| Total | 1 |
| Comments | |

The MD/DoS is TEFLQ. The non-teaching, part-time ADoS is employed on a contractual basis as and when necessary. She was not working at the school during the inspection so is not included in these figures.

Teacher qualifications profile

| Profile in week of inspection | |
|--|--------------------|
| Professional qualifications | Number of teachers |
| TEFLQ qualification | 2 + 1* |
| TEFLI qualification | 10 |
| Holding specialist qualifications only (specify) | N/a |
| Qualified teacher status only (QTS) | N/a |
| Teachers without appropriate ELT/TESOL qualification | N/a |
| Total | 12 + 1* |
| Comments | |

*The Course Manager is TEFLQ but is not timetabled to teach. She covered a class on the day before the inspectors' arrival so is included in the qualifications profile. She was not observed as she was not teaching during the days of the inspection.

Accommodation profile

| Number of students in each at the time of inspection (all students on eligible courses) | | |
|---|--------|-----------|
| Types of accommodation | Adults | Under 18s |
| Arranged by provider/agency | | |

| | | |
|---|-----|-----|
| Homestay | 8 | 127 |
| Private home | N/a | N/a |
| Home tuition | N/a | N/a |
| 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 | 1 | 1 |
| Staying in privately rented rooms/flats | 3 | 1 |
| | | |
| Overall totals adults/under 18s | 12 | 129 |
| Overall total adults + under 18s | 141 | |