

Organisation name	Leeds English Language School
Inspection date	30–31 March 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. However, evidence must be submitted within three months to demonstrate that weaknesses in Safeguarding under 18s have been addressed. The required evidence was subsequently submitted.

Summary statement

The British Council inspected and accredited Leeds English Language School in March 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 was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.

Overall, the inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the area of safeguarding under 18s was noted.

Introduction

Leeds English Language School (LELS) was founded in 2004 and runs courses from its building, two miles from Leeds city centre. Most students are 18 years of age or older, but since the last inspection, the school has started to cater for small numbers of students aged 17. The majority of students are sponsored by their employer or embassy, and many are studying to improve their English in order to attend higher education in the UK or elsewhere. Students can join courses at any time of year, although the school's timetable is divided into five ten-week terms.

Since the last inspection in 2017, the academic management structure of the school has changed, and the director of studies and assistant director of studies roles have been replaced by two academic managers (AMs). In 2021 the school closed its building on Victoria Road in Leeds and consolidated in its Burley Road site.

This compliance-only inspection, which was conducted remotely, took the equivalent of a day and a half over two days. The inspectors held meetings with the director, student services manager (SSM) and two AMs. A focus group meeting was held with the teachers, and another with a group of students. Seven of the eight teachers timetabled to teach during the week of the inspection were observed. The inspectors were sent a video tour of the premises in advance of the inspection, and one inspector spoke to an accommodation provider that the school recommends.

Address of main site/head office

Unit C1, Burley Hill, Burley Road, Leeds LS4 2PU

Description of sites observed

The provider has an ongoing lease on a building that has been converted into a school with the specification and layout planned by the directors. The single-storey premises are in a business park on Burley Road, approximately two miles from Leeds city centre. Entering through the front door into a foyer, there is a reception area that is connected to an office which is shared by the student services staff and academic managers. There are eight classrooms, a teachers' room, separate kitchens for staff and students, toilets and a prayer room.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers a general English programme, which runs for 21 hours a week (students may choose a 15-hour morning option only) and IELTS preparation courses, which also run for 21 hours a week. Both courses provide 15 hours in the morning and six hours in the afternoon. Classes follow a selected coursebook supplemented by school-developed materials, including a writing programme. In addition, the school offers an examination booster class twice per week. Other supplementary classes are available throughout the term. These classes are free for students to attend. Courses are organised on a termly basis with each level taking ten weeks to complete. There are five terms a year.

Management profile

On a day-to-day basis, the school is run by the SSM and the two AMs. The SSM manages administration, welfare, student services, premises, safeguarding and statutory and regulatory aspects of the school. The AMs are responsible for all aspects of the academic programme, with one taking a lead on day-to-day operations and the other, who works remotely, focusing on the development of online courses as well as supporting on curriculum, continuing professional development, materials development and student placement. The director plays an active

role in supporting and overseeing the management team, and meets regularly with another director in order to report back to the board.

Accommodation profile

The school does not offer accommodation.

Summary of inspection findings

Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's clearly stated goals and values, and their publicity. The structure of the organisation is well established, communication is very good and student administration is carried out very efficiently and effectively, although attendance policies and practices require more detail and clarity.

Premises and resources

The provision meets the section standard. The premises provide students and staff with an appropriate environment for work and relaxation. An extensive range of learning resources is available and appropriate to the age and needs of the students. Guidance on the use of these resources is provided for students and staff where needed.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Course design meets students' needs effectively, and learners are managed and supported well. Teachers receive good support, and overall the courses are managed to the benefit of the students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The provision meets the needs of students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including out-of-class activities.

Safeguarding under 18s

Overall the provision meets the section standard. There are generally satisfactory procedures in place. However, the recruitment procedures are inadequate and the safeguarding policy does not include all the necessary items. There is a need for improvement in *Safeguarding under 18s*.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Met
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Met
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Met
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

There is a clear statement describing the school's well-established values and mission, which result from consultation with staff. This is made known to staff and students through handbooks and policies. There is a strategic plan with detailed, clear and realistic objectives for the future of the school. The structure of the organisation is very clear and easy to understand. Communication is an appropriate blend of formal and informal, and is frequent and effective. There are good systems in place to collect, collate and act upon feedback from students and staff. A detailed self-evaluation document is in place and up to date.

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.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

Human resources policies and procedures are generally appropriate and made known to staff through handbooks and contracts of employment. Job descriptions are in place for all members of staff and are dated and reviewed regularly, although a few need to be reviewed post pandemic. Recruitment policies are appropriate, as are most procedures, but two references had not been secured for all staff employed since 2014. Induction procedures are effective and appraisal processes are thorough and include clear target setting for staff. All staff are engaged with continuous professional development and are offered a range of opportunities.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	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.	Not met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

Student feedback asks for comments on the helpfulness and friendliness of all staff, and levels of customer service, and is very positive. Pre-arrival advice and guidance is comprehensive and communication with prospective students is thorough and prompt. The systems for enrolment, cancellation and refunds are managed very effectively by the administration team, supported by an effective accessible database. Appropriate records of payment and course details are up to date. Absence and lateness policies and procedures are in need of review, as the policy is not consistent with the procedure, and absence and lateness are common among students. Conditions under which a student may be asked to leave the school and the complaints procedure are clearly communicated to students and their sponsors.

Publicity	Met
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M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	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.	Not met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The school's main medium of publicity is its website. In addition, it has a social media presence. Publicity is attractive and gives rise to realistic expectations. Information is presented in clear, accurate and accessible English. Course information is comprehensive and easy to find. Costs of tuition, additional materials and the leisure programme are clearly stated. At the time of the inspection, there was not sufficient information given in regard to the care of students under 18, including a description of the level of care and support given to those students. This was rectified shortly after the inspection and is no longer a point to be addressed. Although publicity stated that accommodation was not arranged by the school the description was ambiguous in regard to the school's involvement in the management of accommodation and its relationship with the accommodation agency. This was also rectified shortly after the inspection and is no longer a point to be addressed. Descriptions of staff and their qualifications are clear, detailed and accurate. Claims to accreditation are in line with Scheme requirements.

Premises and resources

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.	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

A video tour of the premises showed that the school building is in a good state of repair and decoration. Students and teachers in the focus groups confirmed that it provided a comfortable environment in which to study and work. Classrooms are suitable in terms of size and layout, although it was not possible to assess factors such as ventilation. There are excellent facilities in place for staff and students to relax. Signage is clear and exits are clearly signposted. Noticeboards contain all of the required information for staff and students.

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.	Met

P11 Students receive guidance on the use of any resources provided for independent learning.	Not met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

There is a very good selection of learning resources for both students and teachers. Resources include a good bank of in-house materials. Technology at the school is well maintained. There is a range of self-study materials available for students although they receive limited guidance on how to use them. The review and development of resources is appropriate and takes into account feedback from students and teachers.

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

All members of the current teaching team have a Level 6 qualification and nearly all are TEFLQ. The teaching team has a range of knowledge, experience and skills which is very well matched to the school and the students. The academic managers are both TEFLQ with extensive teaching and management experience.

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.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

Comments

The academic managers have very good knowledge of the teachers' experience and skills. Teachers are matched appropriately to courses, while also being challenged to work with classes that they are less familiar with for their own professional development. The timetabling of students, teachers and courses is well managed. Cover arrangements are appropriate. Information and guidance on continuous enrolment is available, but could be highlighted more to support teachers and students. The teacher focus group confirmed that the academic management team is available and supportive, and it was apparent that the academic management structure also encourages teachers to support each other. There are effective systems in place for the observation and monitoring of teachers' performance.

Course design and implementation	Met
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.	Met
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.	Met

Comments

Course design has a clear rationale and structure and has been adapted to meet students' needs. It is clearly communicated to teachers and students. Course outlines for students are excellent. Courses are reviewed in response to student and teacher feedback. Learning strategies are focused on during the course, but are not fully integrated into the syllabus as a whole.

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.	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

Procedures for the placement of students and the monitoring of their progress are clear, effective and well managed. Placement testing is comprehensive and provides teachers with an initial summary of students' needs. The ongoing monitoring and support of students through assessments, one-to-one meetings and mid and end-of-course tests is effective. Academic reports are available to all students, as is good advice regarding examinations and access to mainstream UK education.

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	General English

Comments

Seven of the eight teachers timetabled to teach during the week of the inspection 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.	Met
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.	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 Teachers provided clear and accurate models and explanations of spoken and written language. They used relevant examples and demonstrated a sound knowledge of linguistic systems.	
T24 All plans included student profiles which demonstrated a good knowledge of students' needs, preferences and motivations. In some cases, there was a disconnect between the student profile and the lesson objectives and activities.	
T25 Plans included clear relevant learning outcomes written in student-friendly language. While there was some evidence of outcomes being shared with students at the beginning of or during the lesson, this was not always apparent.	
T26 Teachers used a range of appropriate techniques with confidence. There was effective prompting, nomination and questioning, as well as some very effective checking of understanding.	
T27 Audio-visual equipment was used to good effect. Teachers used technology to bring the coursebook to life and demonstrated the confident use of whiteboards, projectors and interactive whiteboards. There was also good use of students' own devices and school laptops.	
T28 Teachers monitored students effectively and actively checked in on them throughout the class through questioning and observation. As a result of this, teachers were often able to give good quality feedback to students on their performance in a variety of ways. There were some examples of where opportunities for giving feedback were missed.	
T29 Teachers employed shorter activities which offered students opportunities to evaluate their own learning. There were good examples of students being referred to work covered previously in the lesson or in the course.	
T30 Instructions were very clear and teachers created a friendly challenging atmosphere resulting in good levels of student engagement. In general, classes were student centred and there were some classes with very high levels of student talking time.	

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory with most being satisfactory against the criteria. Teachers' knowledge of the language and of learners' needs in relation to it was good. The topics and content of lessons were well chosen to reflect the learners' needs and interests, and appropriate learning outcomes were sometimes shared with learners. Classroom resources were used with confidence, and teaching techniques were employed to good effect. Teachers provided students with ongoing feedback, and created a positive student-centred learning atmosphere.

Welfare and student services

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

Comments

The school has appropriate measures in place to ensure the safety and security of students and there are comprehensive plans to respond to any emergency. Staff and students are made aware of these as appropriate. Students receive very good pastoral care and know who to go to with any personal problems. Students and staff are aware of the policies promoting tolerance and respect and the procedures for dealing with abusive behaviour. Students are given a key ring on arrival with the 24-hour emergency contact number. Students are sent useful

travel and general information about life in the UK pre-arrival. They are given further information and advice during an induction and in a clearly presented handbook on arrival. Students have access to adequate health care provision.

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

Comments

Not applicable. The school does not provide any accommodation.

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

Comments

Not applicable.

<i>Accommodation: other</i>	
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.	Met

Comments

Students receive helpful advice and information about living in private rented accommodation and in the case of difficulties. The accommodation agency and residence recommended are very carefully monitored and booking arrangements are made clear.

Leisure opportunities	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

Students are kept well informed about things to do in Leeds, and current events are posted along with the monthly social programme on noticeboards and in a newsletter. The social programme offers weekly social and cultural opportunities within the school and regular excursions and trips to places of interest. Risk assessments are carried out and experienced staff lead the activity or excursion.

Safeguarding under 18s

Safeguarding under 18s	Need for improvement
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.	Not 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.	Not met
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.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Partially assessed
S7 There are suitable arrangements for the accommodation of students.	N/a
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

The school has offered the adult courses to 17 year-olds since last year. They do not offer accommodation and the few 17 year-olds enrolled so far have lived with their parents. There were no under 18s at the time of the inspection.

The safeguarding policy refers to an additional code of conduct policy which gives guidance on appropriate behaviour but the policy does not include the other required items. Although all staff have completed appropriate and relevant safeguarding training, the designated safeguarding lead has received training to an advanced but not a specialist level. The parental consent form adequately reflects the level of care and support and medical consent. Not all staff recruited since 2014 have two references and reference requests do not include an enquiry about suitability to work with under 18s. There are supervision and safety procedures in place during scheduled lessons and activities. Procedures for supervision and safety outside the scheduled programme could only be partially assessed because 17-year-old students have as yet only been enrolled as day students.

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	2004
Last full inspection	2017
Subsequent spot check (if applicable)	N/a
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) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2001
Ownership	Name of company: Leeds English Language School Ltd Company number: 04286813
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	None
Details of any additional sites not in use at the time of the inspection	None

Student profile

Student profile	At inspection	In peak week: September (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	50	80
Full-time ELT (15+ hours per week) aged 16–17 years	0	5
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
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	50	85
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	17	17
Adult programmes: typical age range	18–40	18–40
Adult programmes: typical length of stay	3 months	3 months
Adult programmes: predominant nationalities	Saudi Arabian and Kuwaiti	Saudi Arabian and Kuwaiti

Staff profile

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	8	8
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	2	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
None.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	7
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	8
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	0	0
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	6	0
Staying in privately rented rooms/flats	44	0
Overall totals adults/under 18s	0	0
Overall total adults + under 18s	50	