

Organisation name	Lexis School of English, London
Inspection date	29–30 October 2019

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 accreditation with a spot check in the first 12 months. However, evidence must be submitted within three months to demonstrate that weaknesses in W2, W11, S2 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited Lexis School of English, London in October 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 private language school offers courses in general for adults (18+) and young people (16+), and vacation courses for adults and young people (16+) and under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

Lexis School of English (Lexis) is a family-owned school. Both directors, the co-owners, have many years of ELT experience in London and abroad. Since its foundation, the school has always focused on local students living and working in north London and its main provision has been part-time day, evening and Saturday classes of general English, examination preparation and occasional one-to-one lessons. A small number of students attend the daytime classes full-time and are integrated into classes where the other students attend two or three mornings a week. Recently the school has also offered short full-time courses in July and August for students aged 16+ and 'Teen Summer courses' for 12 to 15 year-olds. It aims to expand its summer and year-round full-time provision.

The inspection took place over two days. The two inspectors had meetings with both directors, the director of studies (DoS), the teachers and a group of students. All the teachers timetabled during the inspection were observed and one inspector visited three homestays.

Address of main site/head office

69 Ballards Lane, Finchley Central, London N3 1XT

Description of sites visited

The school occupies the two upper floors of a three-storey period building in Finchley, a largely residential area of north west London. On the ground floor is a retail business. The school is reached through a garden-yard by means of a metal stairway. On the first floor is a reception, teachers' room, WC, kitchen, a student breakout room that can be used as an occasional classroom, and a main classroom. On the second floor are three more classrooms, the directors' office, a second WC and a storage 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 checked="" 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 general English for adults and young people (16+) throughout the year. The majority of students attend part-time. At the time of the inspection only adults were enrolled. Some classes lead to IELTS and other external general English examinations. One-to-one classes are taken by, on average, two to four students a month throughout the year. In summer, short full-time courses are offered for adults and young people and for 12 to 15 year-olds. The school's publicity says it will accept students as young as five, but these would be taught one-to-one or in very small groups and be chaperoned by a family member.

Management profile

The two directors share overall responsibility for the general management of the school including strategic planning, staff management, finance, marketing and publicity, admissions, premises and health and safety. One director is the welfare and accommodation officer and the designated safeguarding lead (DSL). The DoS is responsible for academic management and staffing, and assists the directors in the day-to-day running of the school.

Accommodation profile

The school offers homestay accommodation to its full-time students and those on summer courses. The welfare officer has a database of approximately 25 homestays, most within walking distance of the school or a short bus ride away. Hosts provide bed and breakfast or half board in single rooms, or twin rooms where requested.

Summary of inspection findings

Management

The provision meets the section standard. The management of the school operates to the benefit of the students and in accordance with its stated goals and values. Communications are good between management, staff and students, although students' contact details need to be gathered more proactively. There were a number of weaknesses in the school's publicity but these were corrected during or shortly after the inspection.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of suitable learning resources is available and guidance in their use is provided.

Teaching and learning

The provision meets the section standard. The teaching team has a professional profile appropriate to the courses the school offers and to the profile of its students. Teachers receive sufficient guidance to ensure that they support their students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to the part-time and full-time students the school enrolls. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The needs of the students for pastoral care, information and leisure activities are met. Students benefit from suitable accommodation. The school's emergency plan needs further development and re-inspecting accommodation needs to be undertaken.

Safeguarding under 18s

The provision meets the section standard. Overall there is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided. There is no cover for the DSL by a suitably trained member of staff. There are no references on file for homestays recruited since the beginning of 2016.

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.	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

M4 Channels of communication are very effective. There are regular formal and informal meetings, minuted where appropriate. Part-time staff reported they were well informed about developments including future bookings.
M5 The school obtains initial and end-of-course feedback from students, and longer-stay students have a tutorial every six weeks. However, action taken in response to feedback is not recorded in a consistent systematic way.

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.	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

All criteria in this area are fully met.

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.	Not 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
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

M18 Students' relationships to their next of kin or other emergency contact, and whether that contact can speak English, are not recorded. The school's system of maintaining up-to-date records of students' local contact details is not sufficiently proactive to be reliable.

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.	Not 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.	Not 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.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	N/a

Comments

The main medium of publicity is the website. The school also uses some social media sites, and paper leaflets are available for 'walk-in' enquiries.
M22 Publicity does not make clear that full-time and part-time students share classes. The range of courses offered could give the impression of a larger school than exists. Some text descriptions and photographs of the location and

premises are potentially misleading. These weaknesses were corrected during, or shortly after the inspection and are no longer points to be addressed.

M24 The description of the content of the 'Teen Summer' course (12–15 years) is the same as that of the adult course and is not appropriate. Any non-teaching days within courses are not specified. The terms and conditions say that in exceptional circumstances the maximum class size may be exceeded without specifying by how much or for how long. These weaknesses were corrected during, or shortly after the inspection and are no longer points to be addressed.

M25 The approximate costs of any leisure programme not included in the course fees, and of course-related examination fees, are not given. The requirements for deposits, payment of fees and the refund policy are provided in very lengthy terms and conditions, and are not easy to find. These weaknesses were corrected during, or shortly after the inspection and are no longer points to be addressed.

M26 No description of the level of care and support given to under 18s is provided. This weakness was corrected during, or shortly after the inspection and is no longer a point to be addressed.

M27 Descriptions of the nationality and language background of homestay hosts, the distance of homestays from the school and the area where they are located are misleading. These weaknesses were corrected during, or shortly after the inspection and are no longer points to be addressed.

M28 On the website and in student handbooks, teachers are described as 'highly qualified and expert'. This description does not accurately reflect the school's academic staff profile. This weakness was corrected during, or shortly after the inspection and is no longer a point to be addressed.

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

All criteria in this area are fully met

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

All criteria in this area are fully met

Teaching and learning

Academic staff profile	Met
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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

T4 The permanent full-time DoS has a diploma-level ELT qualification and an MA in ELT and applied linguistics. One of the directors supports him as assistant director of studies (ADoS). She has nine years' ELT experience and a certificate-level qualification. A rationale for her role in the academic management team for undertaking appropriate academic management tasks was provided and accepted in the context of this inspection.

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

Comments

T8 The potential challenges arising from full-time and part-time students sharing the same classes and from continuous enrolment are significant. Teachers produce learning plans for their daily and part-time classes in three-week or five-week blocks, and they also regularly update part-time students by email about the coursework covered in class and the homework set. However, very little guidance on continuous enrolment and the aspects of management affected is provided in the Teachers' Handbook.

T9 The DoS is present and easily accessible to give daily guidance, supported by the ADoS, and there are weekly teachers' meetings. Peer observation is strongly encouraged and facilitated, with the DoS providing cover, and a provisional observation schedule posted in the teachers' room and emailed to teachers.

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.	N/a
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.	Strength
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

T15 Courses include effective strategies to support independent learning. Students are given learner diaries when they join, which their teachers check, and have initial and regular follow-up tutorials. They complete three-page tutorial forms in advance to discuss at the meetings. These include self-assessments, action plans and a focus on their learning beyond the classroom.

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

T19 Part-time students are well-supported in their learning by being informed by email of the homework and class lesson content they have missed.

Classroom observation record

Number of teachers seen	5
Number of observations	6
Parts of programme(s) observed	Daytime and evening classes and a one-to-one lesson.

Comments

The DoS, who was sharing a class with a recently recruited teacher, was not observed because of timetabling difficulties.

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.	Not 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 accurate models of spoken and written English. Most written examples were relevant and well selected, and some included additional helpful information about pronunciation, stress and register.
T24 The content of lessons was relevant to students' needs and topics were appropriate to the class profiles.
T25 Although some teachers explained the general shape and content of the lesson in advance, in most cases the intended learning outcomes were not clearly identified and shared with the students.
T26 A minority of teachers relied too heavily on asking students to define or explain the meaning of words. Generally good use was made of elicitation and prompting to draw language from the students, of controlled oral practice of pronunciation, and of role play to demonstrate activities and practise examples.
T27 Some good use was made of relevant text handouts and pictures. Classroom chairs were moved to facilitate different practice activities. However, in several lessons boardwork was not well laid out or was too difficult to read because of the use of weak board pens.
T28 Peer and prompted self-correction, and good use of whole-class assessment and correction, were used effectively. In a small number of instances, teachers corrected and moved on without checking the correction had been absorbed. Praise and encouragement were usually deserved although at times they were rather automatic and meaningless.

T29 Most lesson plans included tasks that used the target language in different contexts to practise and check it had been understood.

T30 In a few cases, teachers' language was not always well graded to the level of their students', but lessons were conducted at a good pace, students were generally fully engaged and there was a positive learning atmosphere in all classes.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to satisfactory, with the majority of segments observed being satisfactory. Teachers demonstrated a sound knowledge of the linguistic systems of English and provided accurate models. Lesson content was relevant to students' needs although the intended learning outcomes of lessons were not always obvious. An appropriate range of teaching techniques was employed, and the management of the classroom environment was effective, although boardwork was not always clear. In most cases students received suitable correction and feedback. Learning was checked and the students were interested and engaged in their lessons.

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.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	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.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W2 A plan for responding to emergencies is in place but does not deal adequately or in sufficient detail with major incidents which might happen when students are on and off site.

W3 Pastoral care provision is good. All staff prioritise the well-being of the students; the welfare officer is accessible and very approachable, and provides excellent support. Students confirmed their appreciation of the friendly support available.

W7 Up-to-date information on relevant aspects of living in the UK is included in attractively presented student handbooks, for local, part-time and international students. The handbooks are written in accessible language and make good use of visual material.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met

W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met
Comments	
W9 The three homestays visited all provided an excellent standard of accommodation with good-sized, comfortable student rooms. The hosts were warm and friendly and demonstrated a clear understanding of their responsibilities in relation to hosting students.	
W11 Although all the school's homestays were inspected when they were recruited, none have been re-inspected. Fire risk assessments and Gas Safe certificates are not on file for all homestays.	
W14 Hosts receive a useful set of guidelines with helpful instructions and advice. The rules relating to the number of students that may be accommodated at one time and to the sharing of rooms need to be added.	

<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

Comments	
All criteria in this area are fully met.	

<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	
All criteria in this area are fully met.	

Leisure opportunities	
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	
All criteria in this area are fully met.	

Safeguarding under 18s

Safeguarding under 18s	
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.	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.	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

The school runs a summer teen course for 12–15 year-olds; in summer 2019 there were 21 students enrolled. Students aged 16 and 17 can enrol on the school's year-round adult courses. Numbers over the past 12 months have been very low and there were no 16 or 17 year-olds on courses at the time of the inspection.

S1 The school has a comprehensive safeguarding policy. The designated safeguarding lead (DSL) is also co-owner of the school; however, the policy makes provision for cover and for dealing with any situation in which there might be conflict of interest.

S2 The DSL has received specialist training but the other school staff, referred to in the policy as providing cover when necessary, have completed only basic awareness training. The DoS was due to complete advanced training in the week following the inspection.

S3 The parental consent form is adequate but further information on the context in which under 18s have unsupervised free time would be helpful to the parent/guardian giving consent.

S4 There were no references on file for the five homestay hosts recruited since 1 January 2016. There was no evidence for a DBS check for the husband of a host who accepts students under 18.

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	29–30 October 2019
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not accredited
Other related non-accredited activities (in brief) 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	2011
Ownership	Name of company: Lexis London Limited Trading as Lexis School of English Company number: 06377188
Other accreditation/inspection	N/a

Premises profile

Details of any additional sites in use at the time of the inspection but not visited	N/a
Details of any additional sites not in use at the time of the inspection	N/a

Student profile

	At inspection	In peak week: October (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	3	3
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	59	59
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	62	62
Junior programmes: advertised minimum age	5	5
Junior programmes: advertised maximum age	15	15
Junior programmes: predominant nationalities	Italian, Spanish, French	Italian, Spanish, French
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–57	18–57
Adult programmes: typical length of stay	12 weeks	12 weeks
Adult programmes: predominant nationalities	Spanish, Italian, French, German	Spanish, Italian, French, German

Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	5
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	5	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	0	

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	1
Total	2
Comments	
One of the directors supports the director of studies (DoS) as his assistant. A rationale for her role was provided (see T4 below).	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers

TEFLQ qualification	1
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	5
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	27 (+35 au pairs)	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	62	0
Overall total adults + under 18s	62	