

Organisation name	LILA* Liverpool
Inspection date	18–19 April 2017

Section standard	Met	Not met
Management: The management of the provision will operate to the benefit of its students, in accordance with its publicity and in accordance with the <i>Declaration of legal and regulatory compliance</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Resources and environment: The learning resources and environment will support and enhance the studies of students enrolled with the provider, and will offer an appropriate professional environment for staff.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Teaching and learning: Teachers will have appropriate qualifications and will be given sufficient support to ensure that their teaching meets the needs of their students. Programmes of learning will be managed for the benefit of students. The teaching observed will meet the requirements of the Scheme.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Welfare and student services: The needs of students for security, pastoral care, information and leisure activities will be met; any accommodation provided will be suitable; the management of the accommodation systems will work to the benefit of students.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Care of under 18s section	N/a	Met	Not met
There will be appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Recommendation

We recommend accreditation.

Summary statement

The British Council inspected and accredited LILA Liverpool in April 2017. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language school offers courses in general English for adults (16+), closed groups of under 18s and vacation courses for under 18s.

Strengths were noted in the areas of staff management, student administration, quality assurance, premises and facilities, academic management, care of students and leisure opportunities.

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

Organisation profile

Inspection history	Dates/details
First inspection	April 2017 as LILA* Liverpool May 2008 as Liverpool International Language Academy
Last full inspection	April 2016 as Liverpool International Language Academy
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 as Liverpool International Language Academy
Other related non-accredited activities (in brief) at this centre	Pre-service ELT teacher training, English as an Additional Language (EAL) work in local schools
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	2004 as Liverpool International Language Academy 2013 LILA* Liverpool
Ownership	LILA* Liverpool Company number: 8782216
Other accreditation/inspection	N/a

Premises profile

Address of main site	New Barratt House, 47 North John Street, Liverpool L2 6SG
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The school is situated in the centre of Liverpool, five minutes' walk from Liverpool's main station in one direction and five minutes' walk from the Albert Dock in the other direction. The school moved to its present premises in 2010. It rents the first and second floors of a modern office block. The interior was redesigned and refurbished in 2010. There are 18 classrooms, a student common room, an IT room, an academic room for teachers and academic managers, an open-plan office for the administration team and a large, open area on both floors where students and staff can sit and relax. Part of this area on the first floor houses the reception area. The building's ground floor entrance is staffed at all times that the school is open and is served by two lifts.

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	130	200
Full-time ELT (15+ hours per week) aged 16–17 years	3	50
Full-time ELT (15+ hours per week) aged under 16	0	150
Part-time ELT aged 18 years and over	2	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	135	400
Minimum age	16	12
Typical age range	18–28	13–28
Typical length of stay	12 weeks	8 weeks
Predominant nationalities	Kuwaiti, Spanish, Saudi, Turkish, Swiss, Italian	Kuwaiti, Spanish, Saudi, Turkish, Swiss, Omani

Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	64	200

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	13	36
Number teaching ELT under 10 hours/week	1	
Number teaching ELT 10–19 hours/week	8	
Number teaching ELT 20 hours and over/week	4	
Total number of administrative/ancillary staff	11	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	6
Certificate-level ELT/TESOL qualification (TEFLI)	7
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	1
Total	14

These figures include the academic manager(s)

Comments
Three of the four academic managers were teaching EFL classes. The director of studies (DoS), the assistant director of studies (ADoS), and the two senior teachers are all TEFLQ.

Course profile

Eligible activities	Year round		Vacation		Other – N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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"/>	<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"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments
16 and 17 year-olds are enrolled on adult courses with parental consent. The age range for juniors is 12 to 17; junior courses run in July and August. A large majority of courses run are general ELT for adults. One-to-one courses take place regularly. Teacher development courses for foreign teachers take place at regular intervals. Courses take place between 9.00 and 12.15, 13.00 and 14.30 (Monday to Thursday only) and between 14.45 and 18.00. Students can study for 15 or 21 hours a week.

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	39	2
Private home	0	0
Home tuition	0	0
Residential	43	1
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	2	0
Arranged by student/family/guardian		
<i>Staying with own family</i>	0	0
<i>Staying in privately rented rooms/flats</i>	48	0
Overall totals adults/under 18s		
	132	3
Overall total adults + under 18s	135	

Introduction

LILA* Liverpool was founded in 2013 as a partner company to Liverpool International Language Academy Ltd which was then running a British Council accredited EFL operation. It remained dormant until late 2016 when Liverpool International Language Academy Ltd went into administration after a period of some financial difficulty with a new venture. LILA* Liverpool bought Liverpool International Language Academy to provide continuity for students and staff. The owners of Liverpool International Language Academy Ltd continue to manage the EFL activity of the second company.

The majority of students book through agents and, although many are western European, an increasingly significant number are from South America, from the Arab world and from the Far East. Most students are adults with a small number of 16 and 17 year-olds joining adult classes. The school also hosts closed groups of juniors and runs a summer school for juniors.

The inspection lasted two half days, during which the inspectors interviewed one of the directors, the director of studies, the quality assurance, training and project manager, the operations manager, the family recruitment and liaison officer, the student support officer, and the marketing officer. All teachers were observed except for four who had been observed in 2016 and one who was not teaching while the inspectors were in the school. Two focus groups were held – one for teachers and one for students.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	<input checked="" type="checkbox"/>

Comments

M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M3 Duties specified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
M4 Communication channels	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M5 Human resources policies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M6 Qualifications verified	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M7 Induction procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M8 Monitoring staff performance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M9 Professional development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

M2 An organogram clearly documents the school's three departments – academic, operations and finance, and marketing. Arrangements for continuity, both for when a member of staff is temporarily absent and for when someone is leaving the school, are clear and effective. The fact that a number of members of the administrative staff have held more than one post in the school means that cover is easily provided. Job shadowing and training for a new role is standard practice. There is evidence of continuity planning.

M3 Duties of staff are clearly specified in detailed job descriptions.

M4 Effective communication within the school is achieved by means of regular, minuted academic and administration meetings, open-plan offices and open doors, newsletters and frequent contact by email, and occasional whole-school meetings. The open, friendly and approachable attitude of all staff creates an atmosphere of easy communication.

M5 Human resources policies are outsourced to an external organisation. All policies are accessible to staff and are appropriate to the requirements of the school.

M6 Staff records are well maintained, with copies of certificates and proof of identity. All recently-recruited teachers have two references on their files

M7 Both academic and administrative staff have thorough inductions, with checklists. It is the school's policy to ease new staff into their jobs rather than to induct them at one go.

M8 Annual appraisals are well prepared, with effective procedures and detailed records. Teachers' appraisals are linked to observations and may lead to performance improvement plans. All appraisals result in year-ahead objectives, which may include professional development opportunities. Appropriate measures for handling unsatisfactory performance are in place.

M9 The school has a culture of development in which all staff have opportunities for continuing professional development (CPD). Where training is external, the recipient will usually disseminate that training to relevant staff within the school. Individual staff members keep learning logs.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M11 Information on course choice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M12 Enrolment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M13 Contact details	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M14 Student attendance policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M15 Students asked to leave course	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comments

M10 Staff, systems and computer resources are sufficient to meet the needs and expectations of students and agents. It was evident that all administrative staff are friendly and courteous at all times. The IT package used by the school is entirely suitable for the school's needs and staff are well trained in its use. Cover arrangements are satisfactory as are the steps taken to ensure adequate staff are in place at busy times.

M11 Information on course choice is provided by the admissions team all of whom have access to a handy guide to the different types of courses on offer. The academic management team supports the admissions team when necessary.

M12 Enrolment, cancellation and refund procedures are clear and well documented.

M13 The database used for recording and storing student details includes next of kin and emergency contact details. This information is accessible to the emergency phone holders at all times by remote access. The information is collected on booking and students' own details of addresses, phone numbers and email addresses are updated regularly.

M14 There is a very clear policy on attendance and punctuality. Thorough records are kept and those students whose attendance falls below 80 per cent are automatically flagged up on the database, leading to a series of warnings that may ultimately lead to exclusion. This procedure is carried out with appropriate sensitivity.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M17 Continuing improvement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
M18 Student feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M19 Staff feedback and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
M20 Complaints and action	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

M16 The points raised in the 2016 report had been addressed; those related to teaching were the subject of staff development meetings.

M17 The school uses a range of measures to review systems, processes and practices, including weekly health checks, action reviews and in-depth analyses of areas that are in need of attention or refreshment. Staff meetings also provide opportunities for staff to offer comments on different aspects of the school's operation. One of the senior managers, who is in charge of quality assurance, leads this area with enthusiasm and relevant knowledge.

M18 Students complete initial and end-of-course feedback online and results are summarised and analysed and seen by staff. Quarterly customer experience surveys are also used to capture student opinion. Action taken is always recorded.

M19 Staff meetings provide staff with opportunities to give feedback, as do exit questionnaires and monthly, online surveys.

M20 The complaints policy is available on the website, in the student welcome pack and in the student handbook. It is written in clear, accessible English. Thorough records of complaints and the action taken in response to the complaints are kept on the complaints log.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M22 Realistic expectations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M23 Course descriptions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M24 Course information	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	
M25 Costs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
M26 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M27 Leisure programme	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M28 Staff qualifications	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M29 Accreditation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The main medium of publicity is the website. A brochure with inserts is also used, as are social media.

M28 Met on the website, although 'qualifications' here are taken to be solely EFL related; no mention is made of the requirement for a level 6 qualification. In the school's print brochure, teachers are referred to as 'fully qualified' and 'experienced'; not all of them are.

Management summary

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of its students and in accordance with its publicity. Staff management, *Student administration and Quality assurance* are areas of strength.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R2 Condition of premises	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R3 Classrooms and learning areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R4 Student relaxation areas and food	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R5 Signage and display	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R6 Staffroom(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

R1 The spaciousness of the school's common areas and many of the classrooms contributes significantly to the general comfort of the environment for both staff and students.

R2 Although classroom carpets are beginning to show signs of wear and tear, the quality of the decoration and design of both floors is of a high standard. The building is kept very clean and is in a good state of repair though some areas need repainting. The school is justifiably proud of its design, with each classroom individually themed.

R3 Nearly all classrooms are suitable in size for maximum student numbers (though students in one group with 18 students complained that the room chosen for them was too small) and are very well lit, all but one room having natural light. They are furnished with light, flexible classroom furniture and arranged so that students can see, hear and write in comfort. However, on hot days, with windows open, there is a certain amount of extraneous noise from the streets below.

R4 There is a spacious student common room with plenty of seating, a TV and good display space. Students can also use the two 'hub' areas, one on each floor, where they can sit, converse or work, as well as a seating area near reception. The local area has a large number and variety of food outlets.

R5 There are generous display facilities in both classrooms and common areas. Signage is clear.

R6 The academic room, an open plan office for teachers and the academic management team, is sufficiently large to provide teachers and academic managers with space to work, store possessions and relax. A small side room provides comfortable seating and teachers are also able to use the IT room as an additional work area.

Administrative staff use the common room and other public areas.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials for students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
R8 Resources for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
R9 Educational technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
R10 Self-access facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R11 Library/self-access guidance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
R12 Review and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

R8 A wide range of materials, which teachers can, and do, supplement, is available on the teachers' drive. The academic room has a very generous number of computers linked to printing facilities. There is also an adequate stock of print materials and resources for teachers, including a reasonable number of photocopiable books and reference books.

R9 The three electronic whiteboards and numerous computers are well maintained. Several large data display screens were on site and in the process of being installed. Training was provided in the use of the electronic whiteboards.

R12 Review and development of teaching and learning resources is mainly informal, with teachers sharing their and

their students' views of coursebooks.

Resources and environment summary

The provision meets the section standard and exceeds it in some respects. The learning environment is of a high standard. The Liverpool-themed design supports and enhances the studies of students and offers an appropriate professional environment for staff. *Premises and facilities* is an area of strength.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	
T2 ELT/TESOL teacher qualifications	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T3 Rationales for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Profile of academic manager(s)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T5 Rationale for academic manager(s)	<input type="checkbox"/>	<input type="checkbox"/>	N/a	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

T1 A rationale was provided for one teacher teaching at the time of the inspection who did not have a Level 6 qualification. It was accepted within the context of this inspection.

T2 One teacher did not have a TEFL qualification that meets Scheme requirements.

T3 The rationale for this teacher was accepted within the context of this inspection; the teacher had completed two thirds of a course leading to TEFLQ status.

T4 Both academic managers are TEFLQ and have had considerable relevant experience. Two senior teachers, also TEFLQ and experienced, assist them with what are mainly administrative duties.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T7 Timetabling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T8 Cover for absent teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T9 Continuous enrolment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T10 Formalised support for teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Observation and monitoring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

T6 Decisions about who should teach which class are based primarily on teachers' experience.

T7 All three-hour classes are taught by two teachers, which gives students the advantage of two different teaching styles. A less experienced teacher will often be matched with, and supported by, a more experienced teacher.

T8 Cover is usually provided by members of the academic management team but, where this is not possible or when a longer absence is foreseen, other teachers are used.

T9 Careful attention is paid to all aspects of academic management affected by continuous enrolment. First, the syllabus (called a course plan in the school) consists of weekly, self-contained units. Secondly, each Monday's lesson is a stand-alone lesson, where revision of the previous week takes place, so that new students are integrated more easily. Thirdly, no new work takes place in the first lesson. And lastly, teachers have access to helpful guidance on dealing with continuous enrolment in the teachers' handbook.

T10 The academic managers share the academic room with teachers, which makes the exchange of guidance and support easier. Teachers expressed appreciation for the support they received, both from their managers and from their teaching colleagues. Recently qualified teachers are paired with more experienced colleagues. Observation feedback, as well as peer observation feedback, plays an important role in teachers' CPD, as do the monthly in-service development sessions.

T11 Teachers are observed by academic managers at least three times a year, new teachers within two weeks of their arrival. These observations may be either for purposes of development or standardisation. The latter type of observation results in different grades, one of which is 'requires a follow-up observation'. The system of follow-up

observations used to address problems of weaker teaching is handled sensitively, with the focus on support and development. Newly employed teachers are observed in their first two weeks in the school with further observations included in the probation period.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T13 Review of course design	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
T14 Course outlines and outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T15 Study and learning strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T16 Linguistic benefit from UK	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T12 Course design is based exclusively on coursebooks. The course plans based on individual coursebooks are practical documents, which provide teachers with a clear and coherent structure on which to base their weekly planning.

T14 Weekly plans are written and posted on classroom noticeboards and lesson aims are usually written on the board.

T15 The coursebooks used by the school usually include activities and tasks to develop study and learning strategies. Evidence was seen of teachers helping students to develop examination skills as well as reading and listening skills.

T16 Teachers regularly exploit the school's city centre location and take students out of class, with accompanying tasks and worksheets.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement for level and age	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Monitoring students' progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T19 Examination guidance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T20 Assessment criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T21 Academic reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T22 Information on UK education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

T17 As far as possible, students complete the placement test (a multiple-choice test and a piece of writing) before they arrive in the UK, which enables the academic managers to have classes already set up when new students arrive on their first Monday. The first, stand-alone lesson always includes activities that assess new students' skills, as opposed to language.

T18 Students have monthly progress tests. On arrival, new students complete initial goals and self-assessment forms. These are re-visited after each progress test and, at this point, students can request tutorials. All of the information from the goals and self-assessment forms is accessible to academic managers online on a colour-coded, easy-to-read spreadsheet, so that they can identify students and individual areas of their learning that would benefit from a tutorial.

T21 Reports are written for sponsored students and for individual students who request them.

Classroom observation record

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

Comments

13 teachers were teaching in the school during the week of the inspection. Four had been observed during the previous inspection; one was not teaching while the inspectors were in the school.

All three areas of the daily timetable were observed: the three-hour morning and afternoon lessons and the 90-minute Plus 6 lessons, which take place between 13.00 and 14.30. Examination preparation lessons were seen as

well as general English lessons. A one-to-one class was observed.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Models and awareness of English in use	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T24 Appropriate content	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T25 Learning outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T26 Teaching techniques	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T27 Classroom management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T28 Feedback to students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
T29 Evaluating student learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
T30 Student engagement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Comments

T23 Teachers demonstrated a sound knowledge of linguistic systems and provided appropriate models of spoken English.

T24 As the teaching is coursebook-centred, it may not always meet all the needs of the students; however teachers were seen to move the content closer to their students through the use of supplementary materials. The content in both the exam lessons observed positively contributed to the students' competence in exam skills.

T25 Learner outcomes were not always specified on the board, but learning activities were often described. By basing lessons on coursebooks, teachers planned coherent sequences of activities.

T26 Teachers used a range of techniques competently, including concept checking, drilling and eliciting. Drilling was sometimes used rather perfunctorily and, occasionally, for too long a period with more advanced classes. There might have been more pronunciation practice and at times teachers talked too much, limiting students' opportunities to contribute.

T27 Boardwork was generally neat, well organised and legible. Word stress and the parts of speech were not often marked. There was some use of student movement – to the board and mingling, for example – so that students were not allowed to remain static for long.

T28 Teachers used a variety of appropriate correction techniques but, at times, opportunities for correction were missed and there was insufficient deferred correction.

T29 The coursebook structure provides opportunities to put newly-met language into practice and to evaluate how well it has been learnt. There was also some recycling of language by teachers.

T30 The learning atmosphere was positive with teachers managing and pacing activity to hold attention and engage students. Teachers' language was usually appropriate to the level of the class. However, in some of the higher level classes, language was not always graded appropriately and, in these classes, there was evidence of students being insufficiently stretched.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory with the majority of lesson segments observed being satisfactory. Knowledge of the linguistic systems of English was generally sound, and teachers were generally able to adapt their language to their students' level. Classroom resources were mostly used effectively. Techniques were generally appropriate. Most classes were fully engaged. Teachers' sensitivity to individual and whole class needs resulted in a positive learning atmosphere.

Teaching and learning summary

The provision meets the section standard. Teachers are given good support to ensure that their teaching meets the needs of their students. Programmes of learning are very well managed. The teaching observed met the requirements of the Scheme. *Academic management* is an area of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	

Comments

W1 The entrance to the building in which the school is located is staffed by a security guard between 08.00 and 19.00; he checks visitors' identity and purpose before they can access the building. LILA's front door on the first floor gives onto a reception that is staffed while the school is open; it is monitored by CCTV, as is the entrance to the second-floor rooms. Visitors are signed in and out. An audit has been carried out by an external health and safety consultancy looking at the need for assessment of risks and other action in various areas; its findings have been followed up. Fire and other appropriate risk assessments have been carried out based on its recommendations. The school has two first aiders who are identified by rather small photographs on notice boards. Fire alarms are tested every Wednesday and fire drills, with full-building evacuation, are organised by the owners of the building every six months.

W2 A good level of pastoral care is provided by student-services staff and also by teachers. There is a thorough induction with a slide presentation by the operations manager. This is supported by a welcome pack with practical information, an additional induction for 16 and 17-year olds and a separate induction for juniors. Longer-stay students have tutorials, and there is a prayer room for students who require it, with ablution facilities close by.

W3 The two members of staff primarily responsible for dealing with students' personal problems are introduced at induction, identified on a photo-card in students' welcome packs and are shown on notices displayed on classroom noticeboards. As well as these two staff members, students also named the DoS as someone they felt they could easily approach with personal problems

W4 The accessibility of the anti-bullying policy and procedure for students had recently been improved, but would still benefit from further simplification.

W5 As well as relevant documentation and their induction providing students with the school's emergency contact number, it is also provided on a wristband which both junior and adult students are given on arrival.

W7 All the required information is provided in the welcome pack or in separate leaflets, at induction or on the website.

Accommodation profile

Comments on the accommodation seen by the inspectors

The school provides accommodation in homestays, with some 160 hosts on the active list, in a number of types of residence, and in small self-catering apartments. Some summer junior groups are housed in a hotel near the school. One of the inspectors visited two homestays and one residence.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W10 Accommodation inspected first	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W11 Accommodation re-inspected	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W12 Accommodation registers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W13 Information in advance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W14 Student feedback	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W15 Meals in homestay/residences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W9 The homestays visited were of a very high standard and the residence, despite being the cheapest of those offered by the school, provided a good level of services and facilities.

W10 All accommodation is visited by the operations manager or one of the directors before students are placed.

W12 Items sampled in the accommodation register were up to date. The database shows when revisits, annual Gas

Safe certificates, fire risk assessments and, if relevant, DBS renewals are due.

W14 Students are informed in the welcome pack and at induction that the accommodation and welfare officer is the person to contact if there are any accommodation problems. There is an early feedback questionnaire that includes questions about students' accommodation. There is also a 'Welcome coffee and conversation' meeting for new students on the first Wednesday when informal feedback is gathered.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 Rules, terms and conditions are explained in a *Host families recruitment* document and the *Homestay Guidelines 2017*. The hosts visited confirmed that the rules had been communicated to them and that booking and cancellation arrangements were clear.

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W23 Health	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W22 Students are required to clean their own rooms; public spaces are cleaned several times a week.

W23 At the residence visited, a first aider was on the premises during office hours; there was an emergency number for students to contact outside these times.

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W25 Other accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W24 The school advises against renting bed-sits or flats on the grounds that it reduces opportunities for using English. If students insist, it offers a very comprehensive document, *Private renting – A Guide for Students*, to help with all aspects of undertaking such rentals.

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Information and access	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W27 Leisure programmes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
W28 Health and safety	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W29 Responsible person	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Comments

W26 Information is available at the school and on the website and social media. Local cultural trips are part of the curriculum and are prepared for in the classroom. Trips to other destinations outside Liverpool are available at weekends. Many of the staff are enthusiasts for Liverpool and communicate their enthusiasm to the benefit of their students. A blog was produced of things to do over Easter when the school was closed.

W28 A very sound approach is taken to the risk assessments that are in place for activities inside and outside the

school. They are viewed as live documents in that they are introduced to students before the event, reassessed during it and subsequently updated.

W29 Appropriately briefed and experienced staff accompany students on local leisure activities and class field trips. Weekend trips are subcontracted to an independent company but the school keeps a list of their guides with details of their DBS checks and safeguarding and first aid training.

Welfare and student services summary

The provision meets the section standard and exceeds it in some areas. Students' needs for safety, pastoral care and information are met and accommodation is of a good standard and well managed. *Care of students* and *Leisure opportunities* are areas of strength.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2 Guidance and training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C3 Publicity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C4 Recruitment procedures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C5 Safety and supervision during scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C6 Safety and supervision outside scheduled lessons and activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C7 Accommodation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C8 Contact arrangements	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school enrolls 16 and 17 year-olds on adult courses during the academic year; in the summer there are also junior courses for 12 to 16 year-olds. At the time of the inspection there were fifteen 16 and 17 year-olds on adult courses.

C1 The school has a very comprehensive and clearly expressed safeguarding policy, and a safer recruitment policy.

C2 The two designated safeguarding leads (DSLs) are trained to specialist level and the assistant (ADSL) to advanced level. All staff complete online basic level safeguarding training on the first day as part of their induction. Group leaders are briefed at their induction; homestay hosts are asked to read the policy and it is run through each time they are visited.

C3 The information is presented in accessible language on the website under 'LILA Life'.

C4 The safer recruitment section of the safeguarding policy states that DBS checks will be carried out and requires candidates to provide two references and proof of ID and explain any gaps in their CVs.

C5 There are suitable arrangements for the supervision and safety of students during scheduled activities. Under 18s wear a lanyard. The inspector saw evidence that absentees who are under 18 are promptly followed up.

C6 In June 2016, some groups of juniors were accommodated in a hotel near the school. The hotel provided a group of rooms for the students and their group leaders in a self-contained area, allowing for satisfactory supervision arrangements. There were clear appropriate rules, including curfews, for 16 and 17 year-olds.

Care of under 18s summary

The provision meets the section standard. Comprehensive safeguarding policies and procedures are in place for students aged 16 and 17 enrolled on adult courses in the school and for the summer junior courses. All staff are DBS checked and staff training is good. There are suitable arrangements for the safety of students outside lessons and in their accommodation.