BRITISH COUNCIL

Inspection report

Organisation name	Lines Languages, Head Office and Stowe summer centre
Inspection date	21–22 July 2026

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 safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
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.

Summary statement

The British Council inspected and accredited Lines Languages, Head Office and Stowe summer centre in July 2026. 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 private language teaching organisation offers residential courses in general English for adults and under 18s.

Strengths were noted in the areas of strategic and quality management, student administration, publicity, premises and facilities, care of students, accommodation, leisure opportunities, and safeguarding under 18s.

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

Introduction

Lines Languages Ltd has been providing residential language and activity courses for children since 1995. In 2026 they were operating from only one centre at Stowe public school in Buckinghamshire. Lines offers programmes for four age groups: Little Explorers for 7–11-year-olds; New Adventurers for 10–14 years; Rising Learners for 12–15 years; and Future Leaders for 15–18-year-olds. All programmes include a combination of tuition, evening and weekend activities and two full excursions per week. Optional excursions or musical theatre trips can be booked at an extra charge, as can optional tennis or horse-riding pro-sports sessions led by external professional coaches. All accommodation is residential.

The inspection lasted two full days and involved two inspectors. All meetings took place at Stowe school as head office staff are based here for the duration of the summer programme. Meetings were held with the director, the head of lines UK/academic manager, the centre manager for Stowe, the assistant director of studies, the head of

residential counsellors, and a representative from the host organisation. Separate focus group meetings were held with a selection of students, teachers, group leaders, and residential counsellors.

Address of main site/head office

c/o 2 Oakfield Road, Clifton, Bristol BS8 2AL

Description of sites visited

Stowe school is a public school for pupils aged 13–18 situated in the countryside of Stowe, Buckinghamshire. It is set in 750 acres of parkland and Lines has access to many of the sports facilities including playing fields, an indoor swimming pool, tennis courts and a gym. Lines is the only ELT organisation operating from the site and has a centrally located office with a separate area for the school director, a teachers' room, and a staff relaxation area. The sixth form centre includes a café and a range of comfortable and formal seating as well as an outside space. This is used as a meeting point for all activities and enjoyed by students during break times. Two classroom blocks are adjacent to this building, one for younger students and the other for older students. All meals take place in the impressive dining hall which is a short walk from the main teaching areas. Students are housed in residences on site.

Course profile	**Year round**		**Vacation only**	
	Run	Seen	Run	Seen
General ELT for adults (18+)	☐	☐	☐	☐
General ELT for adults (18+) and young people (16+)	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☒	☒
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐
Applied English/Content and language integrated learning (CLIL)	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐
Other	☐	☐	☐	☐

Comments

The programme is divided into 12 hours of lessons and 12 hours of workshops per week. Lessons follow a traditional EFL syllabus and workshops include role plays and activities for younger students, and older students have skills and masterclass sessions designed to develop interest in areas such as coding, robotics, drama and filmmaking. Teachers prepare students with language skills for presentations and activities often delivered by experts in the various fields.

Management profile

The founder and CEO of the company remains in post, but day-to-day operations are managed by the director. He is responsible for all administration procedures, sales and marketing, and logistics. The head of Lines UK/academic manager is responsible for the academic programme and reports to the director. All other staff are seasonal. The centre manager at Stowe reports directly to the head of Lines UK.

Accommodation profile

On-site full-board residential accommodation is provided to all students. Boys and girls are housed in separate accommodation houses; entry to all houses and floors is by different codes. Bedrooms are single or twin, with some triples and quads; bathrooms are ensuite. Each student house has a large, comfortably furnished common room for relaxation, and access to outdoor areas for games and leisure activities.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values. The structure of

the organisation is clear; communication is good and there are clear and realistic plans for the future. Student administration is handled very effectively, and publicity is accurate and gives rise to realistic expectations. *Strategic and quality management, Student administration,* and *Publicity* are areas of strength.

Premises and resources
The provision meets the section standard and exceeds it in some respects. The premises provide students and staff with a safe, very 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. *Premises and facilities* is an area of strength.

Teaching and learning
The provision meets the section standard. 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

Welfare and student services
The provision meets the section standard and exceeds it in some respects. The needs of students for security and pastoral care are well met: tolerance and respect for others feature strongly in the ethos of the organisation. Transport to and from the centre is well organised and efficient, and students enjoy a varied and interesting leisure programme. Residential provision is of a high standard and meets the needs of students.
Care of students, Accommodation and *Leisure opportunities* are areas of strength.

Safeguarding under 18s
The provision meets the section standard and exceeds it in some respects. A clear, detailed policy is in place and documentation is thorough. Safeguarding training is undertaken by all staff and regularly updated; recruitment procedures are robust. The organisation carries out its duty of care in a number of ways, especially with regard to supervision of students. Careful monitoring takes place at all times. Accommodation is safe and secure.
Safeguarding under 18s is an area of strength.

Declaration of legal and regulatory compliance
The items sampled were satisfactory.

Evidence

Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	Strength
M4 There are effective channels of communication between all involved in the ELT operation, and between the ELT operation and any wider organisation of which it is a part.	Strength
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Met
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Met
M7 The provider reviews systems, processes and practices with a view to continuing improvement. Appropriate action is taken and recorded in an annual self-evaluation.	Met

Comments

M1 The mission statement is integral to the working of the organisation, widely available to all staff and featured on the website. Staff were able to clearly articulate the relevance of the goals and values to the current context.
M2 There is a comprehensive plan in place which is shared with key staff. Plans are realistic and regularly reviewed.

M3 The structure of the organisation is very clear, and photos of the staff feature on posters and in publicity. Staffing levels are generous and there is evidence of good cover and progression plans for staff.
M4 Effective communication systems include regular minuted meetings, emails and social messaging apps. Staff are well informed and facilities for staff to congregate are generous and comfortable, thus encouraging further opportunities for communication and the sharing of information.

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 ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Met
Comments	
M10 The organisation has successfully recruited a well-qualified and experienced team, with several staff returning year after year. The recruitment policy and procedures are rigorously followed and all staff files were complete.	

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met
Comments	
M14 Feedback from students and group leaders is consistently positive in this area. Staff receive training in customer service during their induction and the staff to student ratio is high. M15 Comprehensive pre-course information is provided and group leaders commented on the excellent level of communication, including video meetings and phone calls, in advance of their arrival. This continues once the course has begun and all staff were praised for the level of support they offer. M16 The enrolment process is very efficient, and the organisation has developed an excellent in-house CRM platform. Student records are completed accurately and in full. Terms and conditions are accessible and refunds and cancellations handled sensitively. M18 Attendance is very closely monitored, and any absences are checked by Lines staff. Students feeling unwell are taken to the first aid room and supervised by the Lines team. All incidents are logged and group leaders receive regular updates on their students.	

Publicity	Area of strength
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Strength
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength

M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met
Comments	
The primary medium of publicity is the website and the brochure (digital and printed versions). The school also has a social media presence on a number of platforms. M21 Publicity materials include clear descriptions and images of the main features of the provision, which is fully representative of the student experience. M22 Information is well written in clear, accurate English and information is presented visually through photographs and videos to further ensure all features of the provision are clearly and accurately communicated. M23 Information on course content is consistently presented across all courses. Information is clear, highly accessible and well presented.	

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Met
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Strength
Comments	
P2 The premises are in an excellent state of repair and decoration and provide a very comfortable environment for staff and students. All areas are spotlessly clean, and students have access to well-maintained grounds and impressive surroundings. P4 The sixth form centre provides a comfortable space for students to relax and includes a café and indoor and outdoor space. The impressive dining hall is used for all meals and offers a variety of healthy food options. Free drinking water is available across the premises. P6 In addition to the spacious main office, teachers' room and separate residential counsellors' garden house, staff and group leaders can relax in a room which contains comfortable seating and a selection of snacks and hot and cold drinks. Staff are very well provided for in this area.	

Learning resources	Met
P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	N/a
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met
Comments	
All relevant criteria in this section are fully met.	

Teaching and learning

Academic staff profile	Met
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	
Comments	
The academic staff team has a professional profile (qualifications and experience) that is appropriate to the organisation's context. The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile.	

Academic management	Met
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Met
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Met
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Met
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met
Comments	
T9 All teachers are observed by the TEFLQ academic manager. Staff reported very positively on the feedback following observed lessons which was handled sensitively yet also highlighted key areas for development. Observations feed into appraisal reports and CPD.	

Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Not met
Comments	
T12 Systematic integration of the local environment with course content is facilitated through the weekly academic excursions, linked to the theme of the week. Teachers accompany their students to a cultural or historical destination, where they complete language learning activities that have been set up in a previous preparation lesson. T14 No evidence was seen of written course outlines and intended learning outcomes.	

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met

T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a
Comments	
All relevant criteria in this section are fully met.	

Classroom observation record

Number of teachers seen	11
Number of observations	11
Parts of programme(s) observed	All
Comments	
All teachers scheduled to teach during the inspection period were observed.	

Teaching: classroom observation	Met
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Met
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Met
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Met
Comments	
T19 Clear models of spoken and written form were provided in all lessons, and in stronger segments explanations and relevant examples were given to clarify new vocabulary. T20 The content of lessons was appropriate to the age and interests of the students in all lessons, although in a minority of segments the material was not pitched at the correct level and students were unclear as to the relevance or purpose of some activities. T21 Learner outcomes were included in all lesson plans. However, in weaker segments they were not always explained or shared with students. T22 Teachers demonstrated a range of techniques including concept checking, elicitation and questioning, nomination, mime and drilling. Instructions were modelled and checked in stronger segments but overly complex and involved too much teacher explanation a minority of weaker segments. T23 The vast majority of teachers demonstrated a competent use of whiteboards and projectors, but some boards were messy and lacked organisation. Students were grouped well on the whole and materials included a good use of colour and visuals. T24 Teachers monitored well in the majority of cases, and feedback included positive praise and encouragement. In weaker segments, however, there were missed opportunities for error correction, particularly with pronunciation. T25 Lesson plans included a range of activities for students to check how well they could perform against learning outcomes. T26 Overall teachers worked hard to create a positive atmosphere, and the vast majority of students were actively engaged and suitably challenged. In a small minority of lessons too much teacher talking time and a lack of movement affected the pace of the lessons but in stronger segments students were attentive, having fun and clearly enjoying their classes.	

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Met
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Met
Comments	
W2 Pastoral care is very good. Students knew who to approach with any concerns, and key pastoral staff are clearly identified and readily accessible. It is also evident that all staff recognise their shared responsibility for supporting the welfare and wellbeing of students, creating a caring and supportive environment throughout the school. W3 Policies and procedures relating to tolerance and respect are explained to students and their parents prior to arrival and additional information is given at induction. All staff model positive interactions and the daily house meetings ensure that any issues that might arise can be picked up and quickly dealt with. W5 Comprehensive and clear information is provided in the pre-arrival information packs sent to parents and students before travelling. Pick-ups and drop-offs are well organised and efficient. Group leaders expressed high levels of satisfaction with the arrangements.	

Accommodation (W7–W18 as applicable)	Area of strength
All accommodation	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Strength
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength
Comments	
W7 Accommodation visited is of a very high standard, comfortable and appropriately furnished. Careful thought is given to the ages of students when rooming, and boys and girls are always accommodated separately. W8 Accommodation, including toilets and bathrooms, is very well maintained and spotlessly clean throughout. Arrangements are in place for laundry to be done for students at least once a week, with additional laundry services available if needed. W11 Residential counsellors and house parents are available at all times to monitor student wellbeing, ensure satisfaction with accommodation, and resolve any issues promptly. In addition, daily house meetings provide students with a regular opportunity to raise any concerns, ask questions, and discuss matters affecting their residential experience. W13 Meals are varied and appetising and of a very good standard. Students' dietary needs taken into account and healthy options are always available. Student feedback about meals was very positive.	

Accommodation: homestay only	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	N/a

W15 Homestay placements encourage students to use English.	N/a
W16 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
Comments	
None.	

Accommodation: other	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a
Comments	
None.	

Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met
Comments	
W19 Students receive detailed and up-to-date information about the social, cultural and sporting activities offered both before and during their stay. Options are given where possible and lessons include preparation for the excursions and for some of the activities. W20 The content of the leisure programmes has been carefully considered and is well suited to the age and interests of the students. W21 The leisure programme is well organised and resourced; plans for each activity are thorough, activity leaders are very aware of their responsibilities and teams are well managed.	

Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Strength
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Strength
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	
All students are under 18.	

S1 There is a comprehensive safeguarding policy and procedure in place, which has benefited from expert input, including best practice in safer recruitment, and is reviewed every year. Practical supporting documents provide guidance for everyone in the organisation on appropriate behaviour and keeping children safe.
S2 All staff receive safeguarding training and guidance and everyone coming into contact with the organisation is made aware of the safeguarding policy. Students are made aware of the relevant points of the policy at induction.
S4 Recruitment policies are appropriate and rigorously implemented. Staff files containing the required information about safeguarding compliance are well kept.
S5 There are very good systems in place, carried out by responsible members of staff, to ensure the safety and security of students during the scheduled lessons and activities.
S7Arrangements for the accommodation of students are comprehensive. Rooming is carried out sensitively, taking student age, preference and other considerations into account. There are sufficient staff to look after students at all times, and staff are accommodated close to students on all floors and houses.

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	July 1999
Last full inspection	2022
Subsequent checks/visits (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	Junior summer school teaching French in Paris.

Private sector

Date of foundation	1995
Ownership	Name of company: Lines Languages Limited Company number: 03106337
Other accreditation/inspection	N/a

Premises profile

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

Student profile	At inspection	Estimate at peak
ELT/ESOL students (eligible courses)	At inspection	July
Full-time ELT (15+ hours per week) 18 years and over	0	0

Full-time ELT (15+ hours per week) aged 16–17 years	14	14
Full-time ELT (15+ hours per week) aged under 16	76	76
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	**90**	**90**
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a
Junior programmes: advertised minimum age	7	7
Junior programmes: advertised maximum age	18	18
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	Chinese, Russian, Spanish	Chinese, Russian, Spanish

Staff profile	At inspection	Estimate at peak
Total number of teachers on eligible ELT courses	11	12
Number teaching ELT 20 hours and over a week	11	
Number teaching ELT under 20 hours a week	0	
Number of academic managers for eligible ELT courses	3	3
Number of management (non-academic) and administrative staff working on eligible ELT courses	9	
Total number of support staff	Provided by host site	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification and at least three years' full-time relevant teaching experience	2
Academic managers without TEFLQ qualification or three years' relevant experience	1
Total	3
Comments	
The centre manager and the academic manager (both TEFLQ) are not timetabled to teach. During the week of the inspection the ADoS was covering a class for an absent teacher.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification/profile	0
TEFLI qualification	3
ATEFL registered portfolio in progress	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	3
Holding specialist qualifications only (for ESP/CLIL)	0
Alternative professional profile	5
Total	11
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	N/a	N/a
Residential	N/a	90
Hotel/guesthouse	N/a	N/a
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
Arranged by student/family/guardian		
Staying with own family	N/a	N/a
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	N/a	90
Overall total adults + under 18s	90	