

Organisation name	Live Language Glasgow
Inspection date	31 October – 1 November 2018

<b>Section standards</b>	
<b>Management</b> 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
<b>Premises and resources</b> 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
<b>Teaching and learning</b> 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
<b>Welfare and student services</b> 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
<b>Safeguarding under 18s</b> 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

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W2 have been addressed. The required evidence was subsequently submitted.

<b>Summary statement</b>
<p>The British Council inspected and accredited Live Language Glasgow in November 2018. 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 <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language school offers courses in general, academic and professional English for adults (16+) and for closed groups of adults (16+).</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, academic management, learner management, teaching, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Live Language Glasgow was started in 2002 by its current owner/director and was first inspected in 2006. The school has moved premises three times with the last move in 2015 to its present home in two very well-appointed, adjacent, Victorian town houses in a conservation area in the west end of Glasgow, about 15 minutes' walk from the centre of the city and well served by public transport.

The school offers a wide range of foreign language courses as well as general, academic and professional English classes during the day and evening. It is an examination centre for externally validated English language qualifications and has recently become an examination centre for the international English language test for the healthcare sector.

Two inspectors carried out the inspection, which took place over one full, one half and one part day and included meetings with the director, the communications and marketing manager (C&MM), the director of studies (DoS), the academic support tutor, an administration assistant who is also a designated safeguarding person, the administration assistant and IT technician, the administration supervisor and designated safeguarding person, with responsibility for accommodation, and one of the senior teachers who is a significant member of the social programme team. Focus group meetings were held with teachers and students. All teachers timetabled during the inspection were observed. One inspector visited one homestay, one student house and one residence.

## Address of main site/head office

Live Language Glasgow, 10 Somerset Place, Glasgow G3 7JT

## Description of sites visited

Live Language Glasgow occupies two adjacent Victorian town houses, numbers 9 and 10 Somerset Place. Together, the houses provide, on four floors, two entrance halls, a reception area, an office, a student lounge, a study room, 14 teaching rooms, an academic office, a teachers' room, two staff kitchens and ample bathroom facilities. At the back of the houses, there is a staff car park and a walled space which is designated as a smoking area.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input checked="" 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"/>

General English, 15 or 25 hours per week, is the main course offered. It consists of general language development in morning classes and specific skills classes in the afternoon, currently running at five levels. The course is organised in six-week blocks. IELTS preparation classes at two levels, again 15 or 25 hours per week, were also running at the time of the inspection. Although offered, no professional or academic English courses were running and there were no evening classes or one-to-one students. For eight weeks in the summer, the school runs an intensive 30-hour general English course, which is made up of 15 hours general English, 7.5 skills and 2.5 hours of guided self-study. Preparation for externally validated English language examinations can also be provided. Courses for closed groups can be organised throughout the year. The minimum age is 16.

## Accommodation profile

Live Language offers accommodation in homestays, on a self-catering, half board or full board basis. The school also offers self-catering accommodation to students aged over 18 in a student house, a year-round student residence and in the Glasgow School of Art residence in July and August. One inspector visited a homestay, the student house and the year-round residence. The student house has two single bedrooms and a shared bathroom, kitchen and living room. The year-round residence is conveniently located a short walk from the school. Students are accommodated in single or double rooms in shared flats. Accommodation is managed by the administration

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supervisor. The year-round residence is managed by a designated manager.

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## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. Clearly stated goals and values underpin the respectful and supportive ethos of the school. Strategic and quality management is effective, and all aspects of student administration are carried out efficiently and to a high standard. Human resource policies and procedures are sound, and channels of communication are fluid. Publicity is attractive and well produced, easy to access and accurate in detail. *Strategic and quality management, Staff management and development and Student administration* are areas of strength.

### Premises and resources

The provision meets the section standard. Both houses provide students and staff with a comfortable and professional environment for work and relaxation. A good 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.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. A competent teaching team led by an experienced academic manager provide students with well-planned learning opportunities designed to help them to achieve their objectives. The teaching observed met the requirements of the Scheme. *Academic management, Learner management and Teaching* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. There are generally sound procedures which ensure the provision of a safe environment for students and good pastoral care. The accommodation provided is suitable, closely monitored and well managed. The leisure programme is varied, imaginative and well staffed. *Leisure opportunities* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. Safeguarding policies are comprehensive, and staff receive suitable training and guidance. There is good provision for the safeguarding of students on school premises and in the leisure activities organised. All staff receive comprehensive safeguarding training. The accommodation provided is appropriate and there are sound recruitment procedures for all staff. *Safeguarding under 18s* is an area of strength.

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## 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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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.	Strength

### Comments

M1 Live Language Glasgow has a very clear statement describing the goals and values of the school. These cover all aspects of provision and can be seen influencing all areas of student and staff experience. They were drawn up

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following consultation between management and staff and are displayed on a very attractive poster on every noticeboard and in all handbooks and on the website. They are made clear at induction and their application is checked at staff appraisal. It is at the forefront of everything that happens at the school.

M2 The management has very clear objectives for the future of the school and has realistic plans to achieve them. Following a period of review in spring 2017 involving all staff, a detailed plan was drawn up based on an accurate SWOT analysis and a clear matrix of how to reach the identified aims within one, five and ten years. Staged success is measured twice per year and identified adjustments are made to the plan.

M3 The structure of the school is clear with lines of management and areas of responsibility shown on an organogram and on a photoboard. Job descriptions are detailed, and cover arrangements are workable. Continuity is assured through the well-established management, administrative and teaching teams.

M4 Channels of communication, formal and informal, are fluid and effective. A programme of regular meetings at team, section and whole school level is set up for the year; minutes are kept and made available to all concerned.

M5 Feedback from students is collected regularly through a number of systems including first week and end of course questionnaires, re-designed in 2016 after consultation with students, student focus groups for specific items, and the three-week tutorials which are held with all students. Data is analysed, results are acted upon, and all involved are kept informed. Feedback records seen showed a high level of satisfaction with all aspects of the student experience.

M6 There is continuous informal feedback from staff, as well as formal mechanisms such as team meetings, appraisals and an end of year anonymous survey. Evidence was seen of action taken leading to continued improvement, one of the school's core values.

M7 All systems, processes and practices are being reviewed constantly and are brought together formally in periodic meetings and especially in the annual Policy and Procedures Review, which produces a self-assessment report, which can lead to significant changes. Examples of significant recent changes were noted. An extremely thorough action plan dealing satisfactorily with all points to be addressed from the last inspection and a full and insightful self-evaluation against inspection criteria were submitted before the inspection.

<b>Staff management and development</b>	<b>Area of strength</b>
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
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.	Strength
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.	Strength

#### **Comments**

M8 Live Language Glasgow has very sound human resource policies drawn up with the help of a professional consultant. They are underpinned by clear and detailed documentation, including a staff handbook which is updated every year. Staff personnel files are well organised and contain all relevant information including copies of any updates. Staff in the focus group meeting said they were well informed about their terms and conditions and expressed appreciation of managers' sensitivity to their needs. They also commented on the consultative ethos of the school.

M12 There are sound policies and practices for monitoring staff performance, including annual performance review (APR) by line managers who have been trained in appraisal skills, which serve both a monitoring and developmental purpose. The process is well staged and well documented. A capability flow chart is used for the sensitive handling of unsatisfactory performance.

M13 Continuous professional development (CPD) of all staff is a high priority in the school. Self-improvement was high on the list of attributes in a recent staff strengths survey, and every effort is made to develop identified strengths through internal and external training. An impressive and detailed record of staff CPD activities was provided. Internal CPD sessions for teachers take place most weeks.

<b>Student administration</b>	<b>Area of strength</b>
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and	Strength

with appropriate sensitivity.	
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
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

M14 A well-trained, well-informed, experienced team of administrators provide an impressive level of service for students before and during and sometimes after their course. Effective cover arrangements are in place and a comprehensive IT package is used. Four members of staff have been trained to respond quickly to queries that come through the Live Chat platform on the website. Students in the focus group meeting made very positive comments about the care and attention they received at all stages. This was also evidenced in feedback forms.

M15 A great deal of effort is devoted to helping students in their choice of course, guided by level and skills profile, discussion of learning objectives and career aspirations, and consideration of timetable fit. A very useful language level document and a clear diagrammatic presentation of courses available help academic and administrative staff, who share this role, to advise students well. Student satisfaction surveys and students in the focus group meeting were evidence of the overall success of these systems.

M16 The school shows a high level of sensitivity and flexibility in all aspects of fee collection. The refund policy is clearly explained in the *Terms and Conditions* pages of the website, a simplified version of which is sent with every application form or given to walk-in applicants.

M18 All student records sampled were complete. However, emergency contact details do not include a statement of relationship.

M19 There is a very clear policy on attendance and efficient systems for follow-up in the case of absence. Students are made aware of the policy and procedures before arrival through the website. It is reinforced at induction and through the student handbook and is further discussed, if necessary, at tutorials. Attendance is carefully recorded and flowcharts of action to be taken ensure consistency of follow-up.

<b>Publicity</b>	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.	Strength
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Strength
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

### Comments

The main medium of publicity is the website. There is also a very well-produced brochure and various social media platforms are available for use.

M22 The website and the brochure provide accurate information, presented in an attractive and accessible format. Videos and photographs show the school, the services, the staff, the leisure programme and accommodation available. Up-to-date nationality mix is shown graphically, and facilities and resources are accurately described. Student testimonials are well-presented and varied. Social media is monitored by the school.

M23 All publicity is presented in clear and accurate language at level B1. Videos provide additional information about a number of aspects of the school.

M26 A very clear separate page of information gives a detailed description of the level of care provided for under 18s on adult courses.

M29 Although the Accreditation Scheme marque is used correctly elsewhere, the footer at the bottom of the video of the school shows the British Council logo instead.

## Premises and resources

<b>Premises and facilities</b>	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.	Strength
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.	Strength
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

P1 The premises are very attractive, well-appointed and decorated to a high standard, providing staff and students with an elegant and comfortable environment for work and study, entirely suitable for the school's clientele.  
P2 Some teaching rooms would be crowded for maximum capacity groups if all students were attending. Every effort is made to match planned group size to room size.  
P5 Careful attention has been paid to the production of clear signage and well-designed, well-organised and informative noticeboards, The floor plan of the two houses is presented in a very attractive way.

<b>Learning resources</b>	Met
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
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

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

### Comments

T1 One teacher does not have a level six qualification. The rationale produced was accepted on the grounds that this teacher had completed two years of a degree course and is currently enrolled for a different level six qualification.  
T2 Two teachers do not have ELT/TESOL qualifications that meet Scheme requirements. The rationale were

accepted in the context of this inspection because both have a combination of qualifications and experience that constitutes an acceptable profile.

Academic management	Area of strength
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.	Strength
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.	Strength

#### Comments

T8 Continuous enrolment is dealt with very confidently as it is taken as a matter of course by staff and students. All courses are flexible and respond to the needs of the students, continuing or new, who make up the group. Students are prepared for this at induction and teachers are expected to adapt content and delivery to the class profile. If new students are experiencing specific difficulties, one-to-one help is available from the support tutor.

T9 There is a wealth of day-to-day academic support available within a closely-knit team of teachers, teacher trainers and the academic manager. The teaching team has worked together, gathering evidence from observation feedback and peer observations, to produce a *Teaching Code of Practice*, which is a very thorough and useful document, seen in action during inspection observations.

T10 Observation of teachers, formal and informal, takes place regularly as the school also offers teacher training courses. Monitoring observations by a TEFLQ academic manager take place at least once per year, are recorded in detail and are used for APR meetings. Observations are used for both noting and exchanging good practice and identifying and rectifying weakness. (See T9 above) Teachers in the focus group meeting were very positive about observation and looked upon it as an important part of their professional development.

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.	Strength
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.	Not 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.	Strength

#### Comments

T11 Course design is based on the school's teaching philosophy, which has been developed over a number of years, and requires that courses are student-centred, encourage autonomous learning and integrate skills. Teachers are expected to follow the *Teaching Code of Practice*, adapt delivery to the class profile and to "demand high". Although challenging in many ways, evidence was seen of the philosophy being put into practice. *British Council Learning Objectives* are used as a guide for levels and a coursebook underpins but does not drive the content or pace of delivery.

T13 Although course outlines are made available to students, no weekly plans are produced.

T15 Developing students' study and learning strategies is an important aspect of course delivery and students are encouraged to learn independently through homework, independent learning plans (ILPs) and tutorials. Some courses include a guided self-study option.

T16 A number of well-used strategies are in place which help students to effectively develop their language skills outside the classroom and benefit linguistically from their stay in the UK. The first activity of every class is devoted to sharing language students have brought in from their previous day's experience.

<b>Learner management</b>	<b>Area of strength</b>
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Strength
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**

T17 Great care is taken to place students in the correct class and a number of points are taken into consideration as well as language level measured by the placement test and the oral interview. These include student age, culture, motivation, aspirations, confidence and language skills profile.

T18 A number of effective mechanisms are in place to monitor student progress including, weekly tests and one-to-one tutorials held every three weeks. Detailed records of achievement of goals and are kept, and evidence of self-study is recorded. These are used to decide progression to the next level and to inform the drafting of reports.

T19 The tutorial system works well. Areas of weakness are identified through a process of self-assessment, and suggestions are made by the tutor to enable improvement. Students can be referred to the learning support tutor or they can refer themselves.

### **Classroom observation record**

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	General English and skills classes at all levels and one IELTS preparation class.

### **Comments**

None.

<b>Teaching: classroom observation</b>	<b>Area of strength</b>
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.	Strength
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.	Strength
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Strength
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
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.	Strength
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.	Strength

### **Comments**

T23 All teachers demonstrated sound knowledge and awareness of the linguistic systems underlying it. Accurate spoken and written models of language were presented, and appropriate attention was paid to pronunciation of individual words and words in connected speech. Word stress and lexical class was consistently marked on the whiteboard and the phonemic script was used to good effect. Vocabulary extension was particularly good in some lessons and awareness of register was noted. Grammatical explanations were clear and uncomplicated.

T24 Very good lesson plans showed clearly how student needs and cultural considerations were being taken into account. Detailed individual and group profiles showed that teachers knew their students well and differentiation of learning styles and pace was catered for; additional tasks were provided for early finishers.



T25 Learning aims were clear and were shared with students mainly through “I can” statements. A coherent pattern of learning was seen through frequent reference to previous lessons, building on familiar language and obvious movement from controlled to free practice. Some teachers were good at making students aware of the purpose of an activity and its relevance to their learning outcomes. Homework was seen as an essential part of the learning process.

T26 A range of teaching techniques was seen, all appropriate to the level, aims and needs of the students. Patient prompting, gentle elicitation, sensitive monitoring, careful concept-checking and routine instruction-checking were observed in most classes. Drilling was well used. In more advanced groups good deductive learning was taking place. Learning skills, academic skills and training for independent learning were noted in a number of classes.

T27 Teachers demonstrated effective management of the classroom environment and all resources available to them. Coursebooks were adapted to suit the task and the students. Pairs and groups were carefully selected, and movement was encouraged. Students were obviously used to learning from each other as well as the teacher. The school has a standard approach to whiteboard (WB) use and organisation, which worked for the most part, but in some cases the writing on the WB was too small to be easily legible from the back of the room.

T28 Teachers used a wide range of correction techniques in order to help students make progress, including prompted self-correction, peer correction, delayed correction, group correction. All student activity was firmly monitored, and teachers were good at picking up on what students were saying and using individual errors to the benefit of the whole class. Students benefited from an appropriate level of praise. There was evidence of the school marking code being consistently used for written work. Teachers and students understood the importance of correction.

T29 Review activities featured in most lesson plans and were seen in action. Teachers planned a number of do-able tasks which ensured measurable success.

T30 Knowledge of, respect for, and interest in the students ensured a positive atmosphere in all classes. Good nomination, lively pace, appropriate tasks, relevant topics, and a good balance of teacher talk/student talk, as well as valuing student contributions and using student experiences, all contributed to the promotion of learning. In all classes, students were fully engaged and clearly enjoying the learning process.

### Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from outstanding to good with an average of very good. Competent teachers planned and delivered interesting and stimulating lessons which led to learning outcomes that were relevant to their students. Resources and facilities were used competently. All classroom interactions were managed in such a way as to encourage students to acquire and extend their knowledge of the English language and to increase their confidence in its use.

### 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.	Strength
W5 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W6 Students receive in advance information on the most appropriate forms of transport between the point of entry to the UK and the provider or accommodation, including approximate costs.	Met
W7 Students receive advice on relevant aspects of life in the UK.	Met
W8 Students have access to adequate health care provision.	Met

### Comments

W1 Overall, there are satisfactory safety measures in place in both buildings to ensure the safety and security of students and staff. Risk assessments of both premises are up to date. The administrative supervisor and designated safeguarding person has responsibility for health and safety and fire risk assessment, and this is specified in his job description. Training has been provided for four fire marshals, and staff and students are well briefed on safety and security issues. A fire drill is held annually but there is a need to increase this number and include one fire drill at peak intake.

W2 There are no specific procedures in place for handling a major incident on or off site

W3 The well-being of students is taken very seriously by all staff, whose names, photographs and roles are clearly displayed on noticeboards and included in the student handbook. Students at the focus group meeting were clear that they could approach any member of staff for support. The administrative assistant gives under 18s a separate induction on their first day. There is good provision for religious observance, with separate faith rooms and washing facilities made available for male and female students in both buildings.

W4 There are good policies for dealing with abusive behaviour and they are included in staff and student handbooks. Information for students, written in accessible language, is made available at induction and on posters in the school. Students are encouraged to attend the free, weekly culture club, which raises their awareness of the school's ethos of tolerance and respect.

<b>Accommodation</b> (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.	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 All the required facilities and services regarding homestay and student house accommodation are provided by the school. Self-catering residential accommodation is in two registered student residences, one of which is used only in the summer. All students in accommodation are in single rooms with free Wi-Fi access. The homestay provision sampled was of a very high standard. The student house and one residence visited were of a good standard.

<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.

<b>Leisure opportunities</b>	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the	Strength

students.	
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

W23 Students are well informed about access to events and activities. The school organises at least two free activities during the week and weekend excursions to well-known tourist destinations are offered. Comprehensive information is presented on noticeboards, handouts and on the school's website. The Globaliveation strand of the school's activities is designed to involve students in the local community and provides opportunities to do voluntary work in Glasgow.

W24 The content of the leisure programme is imaginative, wide ranging and designed to appeal to students' different ages, interests and genders. There are weekly visits to Glasgow museums and opportunities to engage in sports activities in the nearby park. A more extensive programme is available in the summer. Most activities are non-alcohol related.

W25 The social programme is promoted in classes each week. Students receive informative guidance notes and quizzes for most excursions. Evidence was seen that student requests for activities are acted upon, for example, a free 'ladies only' activity in the lunch break. Student feedback on the leisure programme was very positive.

#### 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.	Met
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.	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 enrolls students aged 16+. At the time of this inspection there were three under 18s enrolled. They were staying with their immediate family members. A total of 31 under 18s have been enrolled to date in 2018.

S1 The school has a clear and comprehensive policy which has been drafted with expert assistance. It covers all the requirements of this criterion and is supported by relevant practical documents. It is reviewed annually.

S2 The safeguarding policy is presented to all staff and students at induction and is available online. All staff, students and homestay hosts are given appropriate safeguarding training. All members of the safeguarding team have specialist or advanced-level training. All staff and visitors are identified by name badges. Under 18s are met by a member of the safeguarding team after induction and are identified on class and activity lists.

S5 Close attention is paid to the supervision and safety of students in all classes and activities. Flow charts detailing the procedures are made available to all staff. The attendance of under 18s is closely monitored and any absences are followed up within 15 minutes. The majority of activities are alcohol-free.

## 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	2006
Last full inspection	2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Foreign Language Courses, Initial Teacher Training Courses, Translation, Centre for external English examinations and tests.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

## Private sector

Date of foundation	2002
Ownership	Name of company: Live Language Ltd Company number: SC271054
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 and not visited	N/a

## Student profile

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
<b>ELT/ESOL students</b> (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	64	108
Full-time ELT (15+ hours per week) aged 16–17 years	3	12
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
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
<b>Overall total</b> ELT/ESOL students shown above	<b>67</b>	<b>120</b>
Junior programmes: advertised minimum age	0	0

Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	17–55	16–60
Adult programmes: typical length of stay	9 weeks	3 weeks
Adult programmes: predominant nationalities	Saudi, Italian	Saudi, Spanish, Chinese, Italian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	7	11
Number teaching ELT 20 hours and over a week	6	
Number teaching ELT under 19 hours a week	1	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	5	
Total number of support staff	5	

### Academic manager qualifications profile

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

The academic manager was not scheduled to teach during the week of the inspection.

### 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	2
Total	7
Comments	

Both rationales were accepted by inspectors.

### 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	1	0
Private home	0	0
Home tuition	0	0
Residential	3	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	1	0
<i>Arranged by student/family/guardian</i>		

Staying with own family	49	3
Staying in privately rented rooms/flats	10	0
Overall totals adults/under 18s	64	3
Overall total adults + under 18s	67	