

Organisation name	Liverpool School of English	
Inspection date	20–22 November 2018	
Section standards		
Management The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.		Met
Premises and resources The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.		Met
Teaching and learning The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.		Met
Welfare and student services The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.		Met
Safeguarding under 18s There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.		Met
Recommendation		
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in W11 have been addressed.		

Summary statement		
<p>The British Council inspected and accredited Liverpool School of English 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 www.britishcouncil.org/education/accreditation for details).</p> <p>This large private language school offers courses in general English for adults (16+) and closed groups of under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, staff management, student administration, publicity, premises and facilities, academic management, course design, learner management, teaching, care of students, leisure opportunities, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>		

Introduction

The Liverpool School of English (LSE) was founded in 1999 and was first accredited in 2006. The school moved to its current premises, a grade II listed building, in 2008.

LSE offers general English, externally validated English examinations and IELTS preparation courses. The school has had separate accreditation for its multicentre young learner summer school since 2014. Groups of junior students (aged 12 to 17) study at the main school outside the summer and this provision still falls within the scope of the year-round school's accreditation.

The inspection took three days and involved two inspectors. They held interviews with all key personnel including the director, the principal and the operations director, the HR manager, accommodation manager and welfare team, the director of studies (DoS) and academic team including the assistant director of studies (ADoS), the academic director who looks after IELTS, the examinations officer and academic co-ordinator.

Meetings were also held with administrative team members and the facilities manager.

Focus groups were conducted with the teaching staff and with two groups of students: one with 16 and 17 year-olds attending the adult programme and one with students aged 18+. All teachers timetabled during the inspection were observed with the exception of one teacher who was called away for a family emergency. The cover teacher was observed instead to ensure all parts of the teaching programme were seen.

During the inspection one of the inspectors visited two student residences and two homestays used by the school.

Address of main site/head office

Liverpool School of English, 50–54 Mount Pleasant, Liverpool L3 5SD.

Description of sites visited

The school is housed in a three-storey building in the centre of Liverpool. The school facilities include: a reception area, 26 classrooms, two study centres with computers and online resources, a lending library, a coffee shop, a common room, a staffroom, a teachers' preparation room, a prayer room and offices. Behind the school there is an enclosed garden area which was closed for building works during the inspection.

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

Comments

The majority of courses are for general English students, IELTS and externally validated English exams. During the academic year there are regular closed groups of juniors (12 to 17 year-olds). Groups are commonly between 20 and 40 students. Some students have one-to-one lessons in addition to group classes. The school runs a number of free support classes each week to help students with their studies. Junior students in the summer are based on other sites as part of the multicentre accreditation.

Accommodation profile

Two homestays and two residences were visited. Each of the homestays had one twin and one single room to offer, and both were in the same part of the city, within easy travelling distance of the school. LSE has secured rooms in a number of separately managed, commercial residences and currently has ten rooms in one residence and 19 studios in a second residence. All rooms are ensuite. Both residences visited are centrally located and within easy walking distance of the school. The first residence offers a range of different room types; those secured by the school are ensuite singles in flats of five rooms each. There is a communal kitchen in each flat and the building also includes laundry facilities, a cinema room, a gym, and social space. The studios in the second residence are very compact and include a kitchenette. This residence also has a large downstairs communal area, a laundry room, a

gym, a sun terrace and a cinema room.

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 its publicity. There are well-developed systems in place for strategic and quality management, communication is good, and staff management is effective. Student administration is carried out efficiently. Publicity is clear and accurate. *Strategic and quality management, Staff 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 are attractive and well maintained and provide a comfortable and professional environment for work and relaxation. The range of learning resources is good and guidance on their use for staff and students is available. *Premises and facilities* is an area of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff profile is satisfactory, and teachers receive very good guidance from a competent academic management team to ensure that they support students effectively in their learning. Course design is clearly structured, and students' progress is monitored well. The teaching observed met the requirements of the Scheme. *Academic management, Course design, Learner management and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The needs of students for security, pastoral care, information and leisure activities are well met. Students benefit from well-managed student services, including out-of-class activities and suitable accommodation. *Care of students and Leisure opportunities* are areas of strength.

Safeguarding under 18s

The provision meets the section standard and exceeds it in some respects. There is very good provision for the safeguarding of students under the age of 18 within the organisation and in the leisure activities and accommodation provided. *Safeguarding under 18s* is an area of strength.

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 There is a clear and shared understanding of the purpose of the school. In addition, systems and records demonstrate all staff are involved and are working effectively to realise the goals of the organisation.
M2 Written objectives and plans are available for the whole school with further, more detailed objectives for each department. These are supported by clear measures and review processes.

M3 The structure is made clear to students and staff appropriately. Continuity planning is in place including, for example, job shadowing. The young learner co-ordinator is currently shadowing the ADoS to take on this role by the end of term.

M4 Communication channels are very good, and all staff are well informed via a combination of formal and informal mechanisms with records maintained where required.

M5 There is a very thorough approach to feedback, and data is recorded, analysed and used to good effect to inform developments and ensure best practice.

M6 Staff feedback mechanisms are robust and include exit interviews. Staff feedback is consistently sought and valued. Comments in the staff focus group supported written records.

M7 The quality review cycle is very comprehensive with multiple sources of evidence. The result of the consistent approach can be seen in the significant school improvements that have been made since the last inspection.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Strength
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M10 Human resources procedures are comprehensive and in place for each stage of the recruitment process. There is a dedicated HR manager who has received specific training. The balanced and well-qualified team in post is evidence of the strategic approach to staff recruitment and development that has been taken.

M11 Induction records and feedback from staff confirmed that the system of checklists, buddies and staff handbook are very effective tools.

M13 There is a comprehensive choice and range of continuing professional development (CPD) activities for staff in different job families. Opportunities include internal job shadowing and external courses and conferences.

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

Comments

M14 There is a strong emphasis on customer service with investment in staff training. Administrative staff have defined responsibilities but are able to cover and support each other as required.

M15 Agents receive comprehensive information and support before arrival and students have continued advice and assistance during their course. Initial course and end-of-course feedback from students is very positive and student satisfaction is very high.

M19 Clear, thorough systems are in place and records showed systematic implementation and follow up.

M21 Complaint procedures are very clear, accessible and available on the website, on noticeboards and in the

student handbook.

Publicity	Area of strength
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.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Strength
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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Strength
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The website is the principal medium for publicity, but the hard copy brochure is also used extensively, along with various social media channels.

M22 All descriptions are very clear and accurate. Student testimonials have been verified and permission records kept on file. Current leisure programmes are available.

M24 The quality and content of the information provided is very good. The required detail is easily located in key fact sections facilitating easy comparison across courses.

M27 Photos of residences are accurate, and the homestay photographs include current homestay hosts.

Premises and resources

Premises and facilities	Area of strength
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.	Strength
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 provide a very comfortable environment for both students and staff. The enclosed garden behind the school buildings is a very attractive feature and careful thought has been given to how best to use the period school building. Bathroom facilities are very clean and well presented.

P3 The facilities are very good. The student café space is very well utilised, and the layout of the space enables areas to be used independently, for example, when closed groups of young learners are on site.

P5 Signage is very clear, and noticeboards are particularly attractive, well maintained and informative.

Learning resources	Area of strength
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	Strength

resources, and evidence of its implementation.

Comments

P12 The policy is clear and comprehensive. Regular time is systematically allocated to reviewing resources in academic management meetings and there is timetabled time for production of new learning materials, as well as termly feedback questionnaires for teachers.

Teaching and learning

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

Comments

T3 The teaching team is strong, and the academic management team has a structured approach to building skills and developing staff expertise. Elements of CPD are designed specifically to support student and school needs.

Academic management	Area of strength
T5 Teachers are matched appropriately to courses.	Strength
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.	Strength
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

T5 Deployment is well considered, and careful thought is given to building teachers' skills and capabilities.

T7 Cover systems are comprehensive and include several layers of cover. The inspectors were able to see the system in practice when a planned and a last-minute absence required cover. Lessons ran to plan with no disruption to students.

T8 Attention to continuous enrolment is very good. Weekly features such as reviews, tests and introduction to study skills sessions have been incorporated into the programme to ensure new and continuing students are well catered for.

T9 Support for all teachers is comprehensive and practice includes: regular lesson idea swap shops, a buddy system and peer observation.

T10 Observation systems are comprehensive and staff feedback confirmed that teachers felt their skills were developed and they were supported to innovate and build on their experience.

Course design and implementation	Area of strength
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Strength
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the	Strength

course.	
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments

T12 There is a formal documented process in place and evidence that content had been changed in the light of staff and student feedback.

T13 There is a comprehensive suite of centrally produced weekly schemes of work which are then mapped and adjusted to meet individual student needs and the general class profile.

T15 The development of study and learning strategies is excellent. Support includes a standalone study skills session in the first week for all new students and access to the school's online learning materials during and after the students have finished their courses.

Learner management	Area of strength
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Strength
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.	Strength

Comments

T18 Progress is tracked and recorded very effectively on the bespoke 'LSE online' system with self-access materials and individual student records.

T20 There is a dedicated examination co-ordinator who advises students and manages the internal and external exams taken by students.

T22 The academic English director has a specific responsibility for advising and supporting students with their progress into mainstream education.

Classroom observation record

Number of teachers seen	26
Number of observations	26
Parts of programme(s) observed	All

Comments

All types of class inspected including: general English classes, afternoon electives, IELTS, externally validated exam courses and a free support class.

Teaching: classroom observation	Area of strength
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.	Met
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 The majority of teachers demonstrated a very good level of knowledge of linguistic systems and attention to pronunciation features was noticeably good in a significant number of segments. Spoken models were clear and natural. Common features of connected speech were highlighted consistently and effectively in a number of segments.

T25 Lesson objectives were generally clear, checked and shared with students. Staging was logical and progressive in the majority of lessons. In a few weaker segments teachers were overly dependent on coursebook exercises but the majority of lessons had a coherent sequence of activities that prepared students for the next task.

T26 There was evidence of the confident use of a range of techniques including: elicitation, nomination, and concept checking. In skills-based lessons appropriate attention was paid to sub skills.

T27 Interactive whiteboards and whiteboards were effectively managed with some good use of colour and highlighting of form. Coursebook activities and tasks dominated but there were also examples of creative home-produced materials.

T28 Correction was generally dealt with very well. There was consistent use of prompting for self-correction, student to student correction and delayed feedback. There was evidence of systematic use of the phonemic chart to support good pronunciation and a standardised system of symbols for correcting written work.

T30 Teachers generally provided an appropriate balance of student-student and teacher-student talking time and graded their language well. Most teachers demonstrated a good awareness of learners and were able to use nomination effectively. Pace was normally good, and interaction patterns varied, and teachers made effective use of movement.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from excellent to satisfactory with the majority of segments observed being very good. Lesson planning was thorough, and a wide range of teaching techniques was observed. Students consistently received appropriate correction and feedback on their performance and all teachers demonstrated an ability to create a positive learning atmosphere.

Welfare and student services

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

Comments

W1 There is a strong emphasis on the safety and security of students on the premises, supported by clearly documented systems and procedures. Responsibility for this area is set out in the facilities manager's job description, and designated fire marshals undergo training.

W3 All staff are encouraged to be aware of students' potential needs and who to refer issues to. The welfare team is introduced at induction and the welfare officer meets all students on their first day. Proactive support is provided for under 18s.

W7 Students receive up-to-date and comprehensive information through many channels including pre-arrival information, handbooks, induction, and noticeboards throughout the school. Information is clearly set out and available both in print and electronically.

W8 In addition to the comprehensive information made available to students, welfare staff will make appointments on behalf of students and accompany them where necessary. A good proportion of staff are trained in first aid.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Strength
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
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	
<p>W9 The accommodation seen was of a high standard. In the two homestays visited, bedrooms were clean and comfortable and hosts friendly and welcoming. Rooms in both residences visited were extremely well maintained with ensuite facilities. All accommodation seen provided controllable heating and Wi-Fi access.</p> <p>W11 The inspection process for homestays is thorough and well documented, and staff can easily identify when visits are due. Visiting takes place annually rather than every two years. However, there was no evidence that residences in use had been inspected for safety by the school.</p> <p>W13 Procedures for identifying problems are very good. Students are asked informally about their accommodation at induction, and this is followed up by a first-week feedback session handled in small groups. Any issues arising are followed up and the process is documented on paper as well as electronically.</p>	
<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.	N/a
Comments	
All criteria in this area are fully met.	
Leisure opportunities	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W27 Staff supervising sporting and leisure activities on or off-site have appropriate	Met

experience and training.

Comments

W23 Extensive information is provided on the social programme, and also on local events that students might not otherwise be aware of. Social media is used to promote the school programme through photographs of events and activities.

W25 The programme is well organised and resourced. Excursions are well prepared, staff are briefed and there are maps and interesting handouts for students.

W26 Risk assessments are produced for all activities and these are formally updated annually, and activity leaders annotate them with any current information following activities or trips. A specific risk assessment is carried out for unsupervised free time.

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.	Strength
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

Students aged 16 and 17 are enrolled on adult courses. Closed groups of juniors are accepted. At the time of the inspection, there were 13 under 18s enrolled on adult programmes.

S1 There is a comprehensive policy in place, which has clearly benefited from expert input. It is implemented through and supported by a safeguarding team of three, as well as by relevant practical documents.

S2 There are very good levels of training and awareness amongst staff, and students are made aware of key points. All staff receive basic awareness training as well as annual refreshers on safeguarding and Prevent. Notices around the school highlight the safeguarding team, all of whom have advanced level training. All homestay hosts are required to complete basic awareness online training.

S5 There are very good arrangements for safety and supervision of under 18s, who have to sign in every day and attend a short weekly meeting with the welfare officer. At times when the premises are shared with juniors, there are carefully thought-through arrangements, including a separate common room and toilets, and staggered break times for juniors, who are housed in a dedicated part of the school.

S6 There are specific rules for all under 18s. These are made clear to students at enrolment and induction and they sign to show that they have read and agree to them.

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	2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	2016
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	Teacher training
Other related accredited schools/centres/affiliates	Summer multicentre provision
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1999
Ownership	Name of company: Liverpool School of English Company number: 3770189
Other accreditation/inspection	ISI

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	City of Liverpool College, Roscoe Street, Liverpool L1 9DW: ten classrooms and an office used in the summer period. City of Liverpool College, Clarence Street, Liverpool L3 5TP: overspill in July-August for students aged 16+.

Student profile

	At inspection	In peak week: August (organisation's estimate)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	234	501
Full-time ELT (15+ hours per week) aged 16–17 years	13	79
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	8	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	255	580
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Italian	Italian
Adult programmes: advertised minimum age	16	16
Adult programmes: typical age range	18–25	18–25
Adult programmes: typical length of stay	4–8 weeks	2–4 weeks
Adult programmes: predominant nationalities	Swiss, Italian, Spanish	Italian, Spanish, Saudi

Staff profile

	At inspection	In peak week
--	---------------	--------------

		(organisation's estimate)
Total number of teachers on eligible ELT courses	27	40
Number teaching ELT 20 hours and over a week	14	
Number teaching ELT under 19 hours a week	13	
Number of academic managers for eligible ELT courses	7	8
Number of management (non-academic) and administrative staff working on eligible ELT courses	25	
Total number of support staff	11	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	6
Academic managers without TEFLQ qualification or three years relevant experience	1
Total	7
Comments	
Scheduled teaching hours for academic team: DoS none, ADoS six hours, academic English director six hours, academic co-ordinator eight hours.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	5
TEFLI qualification	21
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	27
Comments	
None.	

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	62	7
Private home	0	0
Home tuition	0	0
Residential	113	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	67	6
Overall totals adults/under 18s	242	13
Overall total adults + under 18s	255	