

Organisation name	Liverpool School of English Summer Centres
Inspection date	24–27 July 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.

Summary statement
<p>The British Council inspected and accredited Liverpool School of English Summer Centres in July 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 private language school offers vacation courses in general English for under 18s and for closed groups of under 18s.</p> <p>Strengths were noted in the areas of strategic and quality management, student administration and care of students.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

The Liverpool School of English (LSE) offers a range of courses year round and is separately accredited. Liverpool School of English Summer Centres (LSESC) provides vacation courses for groups of under 18s in Liverpool and London. These courses were accredited for the first time in 2014.

There are two types of programme: Liverpool International Summer School (LISS) programmes are marketed through agents who appoint group leaders to accompany groups of students. These are general English programmes, with cultural activities and excursions organised for the most part by LSESC. This summer LISS programmes were run at two sites in Liverpool. In addition, LSE provides programmes for closed groups sponsored by the Italian and Spanish governments. Programmes are negotiated in detail with sponsors and participating agencies and set out in a contract. Students are again accompanied by group leaders, including senior leaders and medical and support staff as required. This summer, one such programme was run in Liverpool and one in London.

The principal of the summer centres operation is also the year-round principal of LSE. She is based at head office but travels between the centres very regularly. She is supported by two summer directors of studies (DoSs), as well as by year-round main school staff from areas such as human resources, marketing and admissions who take on specific functions during the summer period. In addition this year the LSE operations director has stepped in to support the summer teams. Because of this flexible capacity at head office, as well as the staffing structure in the centres themselves, the summer operation has been able to ensure continuity and cover during a busy period and despite some unexpected staffing changes and difficulties.

In the centres themselves, the staffing normally comprises a centre manager, an academic manager, an activity manager and a team of activity leaders, and this was the case at both centres visited, while Duke Street was also supported by one of the summer DoSes – the other being based at the second INPS centre in Liverpool.

The inspection took four days and involved two inspectors. One day was spent at the INPS centre in Colindale in north London, one day and a subsequent half day at the head office in Liverpool, and two half days at Duke Street, one of the two LISS centres in Liverpool. The Colindale centre was chosen as it was a new centre. It was also the 'wild card' centre, inspected without notice. The Duke Street centre was chosen because it was the larger of the two LISS centres and had not been visited during the last inspection.

At head office meetings were held with the principal, the human resources (HR) manager, the marketing director, the international marketing manager, the LSE operations director, the two summer DoSs, the examinations co-ordinator, and the accommodation and welfare manager.

At the centres, interviews were held with all key personnel at both sites, including in each case a representative from the host organisation. Meetings were held with students and teachers and foreign group leaders at both sites. All teachers in each of the two centres were observed. One of the inspectors visited the residential accommodation in London and two residences and three homestays in Liverpool.

Address of main site/head office

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

Description of sites visited

The north London centre is in a purpose-built student residence in Colindale (Stay Club Colindale, 16-18 Charcot Road, London NW9 5WU). These premises were being used by LSESC for the first time, and comprise a nineteen-storey tower block with two basement levels below ground in a modern residential area adjacent to the underground. There are also shops and cafes nearby. The centre occupied allocated space in the lower basement, including classrooms, breakout areas, a serviced canteen, and two small offices, one shared by all centre staff and the other used for group leaders. Student and staff accommodation was also in the premises, together with a range of other facilities including relaxation areas, a further canteen and open terrace on the seventh floor, a cinema/lecture theatre and laundry facilities.

The LISS centre in Liverpool was being held at a local Liverpool college premises (City of Liverpool College (COLC), Duke Street, Liverpool L1 5AG), in a quiet and relatively central area of the city. The centre was allocated space in different parts of the building, with signage to indicate classrooms, home rooms and the canteen. Space was available for staff.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

All courses are general English summer programmes for groups of under 18s. The age range at Duke Street was 10 to 17, and at Colindale 15 to 18, although the occasional 19 year-old is accepted on INPS programmes by individual agreement with the agency.

Accommodation profile

London

The Stay Club Colindale is a student residence built in 2016, with classrooms and other residential facilities. Its rooms and apartments are also available for rent to the general public. Two security staff and two porters are on duty at night and ten of the Stay Club's own staff live on site. The inspector visited a Club Suite which sleeps up to four in adult-size bunk beds and a Club Studio which can sleep two. Both types provided a kitchenette and ensuite facilities.

Liverpool

The inspector visited two of the three student residences in use by the school, and three homestays. The Arch student residence, about five minutes' walk from the COLC Duke Street centre, has 241 rooms divided into 40 flats of from four to seven single ensuite bedrooms. Each flat has a common kitchen with comfortable seating. St Luke's View student residence is about ten minutes' walk from the Duke Street centre. It consists of about 770 single ensuite bedrooms divided into about 150 flats, each with a common kitchen. Both residences provide laundry facilities and 24-hour security.

The inspector selected three homestays in the Sefton district for visits. The homes were currently hosting between two and four students in single or twin rooms and had hosting experience ranging from a few weeks to many years. All were individual houses, with journey times to the teaching centre of between 15 and 30 minutes by public transport.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity *Strategic and quality management* and *Student administration* are areas of strength.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a comfortable and professional environment for work and relaxation. A range of 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. The academic staff team has a professional profile 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 met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services including suitable leisure programmes and appropriate accommodation. *Care of students* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the

age of 18 within the organisation and in the leisure activities and accommodation provided.

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.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Met
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

M3 The structure is clear and is conveyed appropriately to students at induction and through a gallery of staff photographs in handbooks and on display.

M5 Initial and end-of-course feedback is collected through clear and accessible questionnaires. In between, students have plentiful opportunities to give feedback through daily informal checks on wellbeing and satisfaction, as well as comments boxes supplied for this purpose. There was ample evidence of follow-up on feedback provided, as well as analysis for review and planning.

M6 Staff have opportunities to give feedback through regular meetings, as well as mid-course appraisal meetings and the use of exit interviews and online feedback questionnaires. Teaching staff in particular felt that they were able to speak out on any issues of concern.

M7 There is a comprehensive annual quality review cycle for LSESC, which incorporates a range of sources of information, including staff and student feedback and previous inspection reports, and which links effectively into planning and review processes of the wider LSE organisation.

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.	Met
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.	Met

Comments

M11 A paid induction and setting-up period takes place in each centre and a thorough induction is provided for all staff. There is a checklist to record this process, which includes health and safety areas and helpful checks such as quizzes on specific information.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their	Strength

course choices before arrival and during their stay.	
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.	Strength
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Strength

Comments

M15 The team responsible provide comprehensive pre-course information and communications are very frequent and specific as particular aspects of provision are negotiated with groups and agents.

M19 A clear attendance policy is in place, supported by consistent and accessible information for students and effective procedures and records. Absences are followed up within 15 minutes of the start of class, and staff liaise with group leaders, who have detailed guidelines on how to deal with any attendance and punctuality issues.

M20 Conditions and procedures are covered clearly, succinctly and in appropriate language for students at induction and in the school's code of conduct.

M21 The school's complaints procedure is made known to students at the beginning of their stay, and is clearly set out in student handbooks using accessible language and visual cues. The process is fully described and includes the option of recourse to external independent bodies if necessary.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	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.	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.	Met

Comments

The school has a website and printed summer centres brochures, and makes active use of social media. Group booking notes also form an important part of publicity. For INPS courses, contractual agreements, within which some aspects of provision may vary from publicity descriptions, are negotiated in advance with the relevant agent or agents.

M22 Publicity contains clear and realistic descriptions and photographs of the main features of the provision, including a sample leisure programme which is fully representative of the weekly offer.

M26 Both the website and the brochure (which can be downloaded from the website) include a dedicated section on welfare, which provides a comprehensive overview of arrangements for pastoral care and there are website links to the school's welfare and safety policies. This information is further supplemented by detailed information and guidelines in group leader handbooks and group booking notes, as well as clear parental consent forms.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	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.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P3 At Duke Street groups have their own home rooms, where they can relax and make use of computers, while the canteen provides additional space for eating and drinking. At Colindale, as well as the canteen, there is a large breakout area with comfortable seating, and additional areas on the ground floor and outside the main building.
P6 The Duke Street premises provide generous space for staff. In Colindale, space is just adequate. Although use can be made of other areas, the allocated staffroom is extremely small and shared by all staff in the centre.

Learning resources

P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met
P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	N/a
P11 Students receive guidance on the use of any resources provided for independent learning.	N/a
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

Comments

All applicable criteria in this area are fully met.

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 A number of summer centre teachers have QTS status and experience with younger learners. At Duke Street, where the minimum age is 10, a Young Learner Practitioner has been appointed with appropriate qualifications and experience.

T4 The academic manager at Colindale is TEFLQ, as is the summer DoS who carries out observations and provides academic management support at Duke Street. A rationale was provided for the Duke Street academic manager, who is not TEFLQ. This was accepted in the context of this inspection because of the appropriate division of duties described above.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic	Met

management affected.	
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

T9 Within the summer centre context, teachers receive a high level of input and support. The centre and academic managers, as well as the summer DoS at Duke Street, are on hand to offer day-to-day support. A range of weekly teacher development sessions is offered at both centres visited, by centre and/or head office staff as appropriate. The choice of area covered is informed by observation records and previous inspection reports.

T10 There is a fixed observation schedule to ensure that all teachers are observed at least once during the programme. Where areas for improvement are identified, a follow-up observation takes place. Written and face-to-face feedback is provided; comments seen were useful and constructive, and teachers were appreciative of the observation process and feedback.

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

T16 Students are issued with dedicated "passport" notebooks, which help to systematically integrate the local environment with course content by linking social programme activities with preparation work in class, assignments for excursions, and follow-up in class.

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

Comments

All applicable criteria in this area are fully met.

Classroom observation record

Number of teachers seen	21
Number of observations	21
Parts of programme(s) observed	All

Comments

Six teachers were observed at Colindale and 15 at Duke Street.

Teaching: classroom observation	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Not met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Not met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 In general, teachers provided accurate models of spoken and written English, appropriate to the aims of the lesson. In some stronger lessons written models included helpful information such as parts of speech, phonetic script and stress marks. Some teachers were able to provide clear explanations, although others were not wholly effective in this area, leaving some ambiguity around meaning.

T24 Lesson plans mostly demonstrated awareness of group needs and included appropriate materials and activities. Individual learning needs and styles were less widely referred to or addressed.

T25 Lesson objectives were often expressed as teaching aims rather than student outcomes, or sometimes as a mixture of the two. Where there was evidence that these had been shared with students, it was often through a list of activities rather than learning outcomes.

T26 Most teachers demonstrated an acceptable range of teaching techniques, and some a more extensive range. Good use was often made of nomination, eliciting, and monitoring. Some teachers relied on explanation and definition rather than using checking techniques.

T27 Effective use was made of technology in the classroom and furniture was often well managed to accommodate different groupings and activities. Some whiteboards were well organised, whilst others lacked organisation and were somewhat messy.

T28 Teachers were all very encouraging and made good use of praise. In isolated instances, teachers had planned delayed error correction and some used reformulation effectively. Overall, however, a limited range of correction techniques was seen, and numerous opportunities for correction were missed.

T30 With only occasional exceptions, teachers provided a good balance of student-student and teacher-student talking time and graded their language appropriately. Most demonstrated a good awareness of learners and were able to use nomination to good effect. Pace was normally good, and interaction patterns varied, and teachers made effective use of movement. Whilst the use of L1 was slightly disruptive in some lessons, a number of teachers made use of effective strategies for controlling its use.

Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from good to just less than satisfactory, with the majority being satisfactory or better. Language awareness was generally sound, although more focus on clarifying meaning would benefit students. Lesson planning varied in effectiveness, though topics and content of lessons were well chosen to reflect the students' needs and interests. Classroom resources were mostly used effectively. An appropriate range of basic classroom techniques was in evidence, but many teachers had limited procedures for correction. In the majority of classes there was a positive learning atmosphere, and students were fully engaged in a variety of interaction patterns.

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.	Strength
W7 Students receive advice on relevant aspects of life in the UK.	Strength
W8 Students have access to adequate health care provision.	Met

Comments

W1 Up-to-date risk assessments have been conducted at the London and Liverpool premises by the Liverpool facilities manager. LISS students are often not present when fire evacuation practices occur so evacuation procedures are demonstrated during the induction tours of the buildings for new students and staff. There is an appropriate number of trained fire wardens and first aiders at the teaching and residential premises. Students must wear identity lanyards and wristbands with their centre's emergency number and their group leader's contact details. Staff and visitors wear lanyards; strangers are challenged.

W3 All students receive a good level of pastoral care. Most come in groups with group leaders responsible for their welfare. The group leaders are well supported by the school with their own inductions, handbooks, and daily meetings with school managers. There are permanent Italian staff to support government funded Italian groups and leaders. In Liverpool, leaders have their own 'home rooms' to facilitate close contact with their students. Individual students also receive good pastoral care and support.

W6 Student groups receive personalised information in advance about how to get to the centres, and about the costs. Some groups are met at the airport by a member of staff; others by the school's partner transfer company.

W7 All students have inductions at which relevant information and advice is given by the centre's management and their group leaders. This is supported by the information in the student 'Passport' handbooks. At the end of induction students do a quiz to check that they have understood important information.

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.	Not 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 accommodation seen, both in residences and homestays, provide very comfortable appropriate living environments, well suited to the ages and needs of the students. The residences offered en-suite accommodation. In the homestays visited, the students had spacious bedrooms and the hosts knew and were interested in their students, and were evidently enjoying hosting them.

W10 Some group leaders complained that St Luke's View Residence had not been properly cleaned before their arrival and bedding and towels had not been changed during their two-week stay.

<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.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

Leisure opportunities	
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

All criteria in this area are fully met.

Safeguarding under 18s

Safeguarding under 18s	
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

S4 For three teachers, suitability checks had not been received at the time they started work. Risk assessments were produced and barred list checks completed during the course of the inspection so this point is no longer a point to be addressed.

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: multi centre**1. COLLATED DATA FOR ALL ELIGIBLE CENTRES (INCLUDING THOSE NOT INSPECTED)**

Inspection history	Dates/details
First inspection	2014
Last full inspection	2014
Subsequent spot check (if applicable)	2015
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) by this multicentre organisation	N/a
Other related accredited schools/centres/affiliates	Liverpool School of English year-round school
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	N/a

Premises profile

Address of Head Office (HO)	Liverpool School of English, 50-54 Mount Pleasant, Liverpool L3 5SD
Location of centres offering ELT at the time of the inspection but not visited	City of Liverpool College LEX Building, Roscoe Street, Liverpool L1 9DW City of Liverpool College Vauxhall, Liverpool L3 6BN
Location of any additional centres not open or offering ELT at the time of the inspection and not visited	N/a

Student profile at peak at all centres	Collated totals in peak week: w/c 9/7 all centres
Of all international students, approximate percentage on ELT/ESOL courses	100
ELT/ESOL students (eligible courses)	
18 years and over	27
17 years and under	629
Overall total of ELT/ESOL students shown above	656
Predominant nationalities	Italian, Spanish, Turkish
Staff profile at peak at all centres and HO	Collated total in peak week: HO and all centres

Total number of teachers and academic managers on eligible ELT courses	48
Total number activity managers and staff	16
Total number of management (non-academic) and administrative staff	7
Total number of support staff (e.g. houseparents, matrons, catering)	0

Course profile (across all centres covered by this accreditation)

Course profile	Summer		Other times of year	
	Run	Seen	Run	Seen
General ELT for adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input checked="" 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 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

All courses are general English for groups. The age range for LISS centres is 10–18. For government sponsored programmes, age ranges are determined by agreement with agents and sponsors.

2. DATA ON CENTRES VISITED

1. Name of centre	Duke Street
2. Name of centre	Colindale
3. Name of centre	
4. Name of centre	
5. Name of centre	

Student profile	Totals at inspection: centres visited					Totals in peak week: centres visited				
	1	2	3	4	5	1	2	3	4	5
Centres										
Of all international students, approximate percentage on ELT/ESOL courses	100	100				100	100			
ELT/ESOL students (eligible courses)	At inspection					In peak week				
Full-time ELT (15+ hours per week) 18 years and over	6	9				8	3			
Full-time ELT (15+ hours per week) aged 16–17 years	52	52				65	52			
Full-time ELT (15+ hours per week) aged under 16	129	83				140	89			
Part-time ELT aged 18 years and over	0	0				0	0			

Part-time ELT aged 16–17 years	0	0				0	0			
Part-time ELT aged under 16 years	0	0				0	0			
Overall total of ELT/ESOL students shown above	187	144				213	144			
Junior programmes: advertised minimum age(s)	10	N/a*				10	N/a*			
Junior programmes: advertised maximum age(s)	18	N/a*				18	N/a*			
Adult programmes: advertised minimum age	N/a	N/a				N/a	N/a			
Typical length of stay (weeks)	N/a	N/a				N/a	N/a			
Predominant nationalities	Italian, Spanish, Turkish					Italian, Spanish, Turkish				

*Not advertised (closed groups)

Staff profile at centres visited	At inspection					In peak week				
	1	2	3	4	5	1	2	3	4	5
Centres										
Total number of teachers and academic managers on eligible ELT courses	16	7				17	7			
Total number of activity managers and staff	6	2				6	2			
Total number of management (non-academic) and administrative staff	2	2				2	2			
Total number of support staff	0	0				0	0			

Academic manager qualifications profile at centres visited

Profile in week of inspection: at centres visited	Total number of academic managers				
Centres	1	2	3	4	5
TEFLQ qualification and 3 years relevant experience	1	1			
Academic managers without TEFLQ qualification or 3 years relevant experience	1	0			
Total	2	1			

Comments

Two summer DoSs are based at HO. The academic managers were not scheduled to teach at either site visited, although in Colindale the academic manager was providing cover on the day of the inspection. At Duke Street, the non-TEFLQ academic manager was supported by a TEFLQ summer DoS, with appropriate allocation of responsibilities.

Teacher qualifications profile at centres visited

Profile in week of inspection at centres visited	Total number of teachers				
Centres	1	2	3	4	5
TEFLQ qualification	1	0			
TEFLI qualification	13	6			
Holding specialist qualifications only (specify)	0	0			
YL initiated	0	0			
Qualified teacher status only (QTS)	0	0			
Teachers without appropriate ELT/ TESOL qualifications. (NB Rationales need to be prepared for	1	0			

teachers in this category)					
Total	15	6			

Comments

None.

Accommodation profile

Numbers at time of inspection: at centres visited

Types of accommodation	Adults					Under 18s				
	1	2	3	4	5	1	2	3	4	5
Arranged by provider/agency										
Centres	1	2	3	4	5	1	2	3	4	5
Homestay	0	0				62	0			
Private home	0	0				0	0			
Home tuition	0	0				0	0			
Residential	6	9				119	135			
Hotel/guesthouse	0	0				0	0			
Independent self-catering e.g. flats, bedsits, student houses	0	0				0	0			
Arranged by student/family/guardian										
Staying with own family	0	0				0	0			
Staying in privately rented rooms/flats	0	0				0	0			
Overall totals adults/under 18s	6	9				181	135			

Centres	1	2	3	4	5
Overall total adults + under 18s	187	144			