

Organisation name	Living Learning English, Bristol
Inspection date	4–8 July 2016

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

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

Recommendation

We recommend continued accreditation.

Summary statement

The British Council inspected and accredited Living Learning English in July 2016. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare and care of under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).

This private language teaching organisation offers courses in general and professional English for adults and under 18s in teachers' homes.

Strengths were noted in the areas of student administration, academic management, course design, care of students, accommodation, leisure opportunities and care of under 18s.

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

Organisation profile

Inspection history	Dates/details
First inspection	2008
Last full inspection	2012
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	Boarding School Guardianship Service (AEGIS accredited) Home Tuition Spanish Courses in Spain
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1995, incorporated 01 March 2007
Ownership	Living Learning English Ltd Company number: 6132639
Other accreditation/inspection	N/a

Premises profile

Address of main site	27 Portland Square, Bristol BS2 8SA
Details of any additional sites in use at the time of the inspection	11 home tuition teachers' homes in Bristol, Bournemouth, London and East Anglia (and more than 100 other host teachers' homes)
Details of any additional sites not in use at the time of the inspection	Other teachers' homes throughout the UK who were not hosting a student.
Profile of sites visited	The head office is located in the centre of Bristol, where the principal-owner and her administrative staff work in a large, listed Georgian building. The building has been in use since August 2012 and, as well as providing office space, has rooms which are used for the organisation of teacher training sessions for the benefit of its home tuition providers. The inspectors visited 11 teachers' homes in a variety of locations.

Student profile

	At inspection	In peak week: July (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	36	36
Full-time ELT (15+ hours per week) aged 16–17 years	54	64
Full-time ELT (15+ hours per week) aged under 16	127	122
Part-time ELT aged 18 years and over	N/a	N/a
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
Overall total ELT/ESOL students shown above	217	222
Minimum age	10	10
Typical age range	14–16	14–16
Typical length of stay	2 weeks	2 weeks
Predominant nationalities	Spanish, French	Spanish, French
Number on PBS Tier 4 General student visas	0	0
Number on PBS Tier 4 child visas	0	0
Number on short-term study visas	11	0

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	144	149
Number teaching ELT under 10 hours/week	0	
Number teaching ELT 10–19 hours/week	117	
Number teaching ELT 20 hours and over/week	27	
Total number of administrative/ancillary staff	7	

Academic staff qualifications to teach ELT/ESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	17
Certificate-level ELT/TESOL qualification (TEFLI)	95
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	27
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	5
Total	144

These figures exclude the academic manager(s)

Comments
The academic manager, who is based in Bristol, achieved her TEFLQ status in 2013.

Eligible activities	Year round		Vacation		Other - N/a	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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 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"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments
Courses are offered on the basis of three to six hours a day (15 to 30 hours a week). Students can start on any Sunday of the year and there is no maximum length of course. Most programmes are one-to-one. However, two-to-one options are available, particularly on junior, general English programmes.

Courses are offered in General English for adults and young learners, Business English (including a wide range of ESP options, depending on the availability of appropriate teachers) and Academic English, including preparation for boarding school, university foundation, undergraduate and graduate courses. ESP options are also offered in different academic subjects. Examination courses are available to assist students in preparing for a variety of international English exams.

English for Teachers programmes offer advanced courses, including an option in English for Teaching purposes. Courses for parents and their children can also be arranged.

Although all courses promise an activities programme (which is pre-paid on junior programmes) students can opt to purchase an additional and pre-selected activities programme on English Plus courses. There are also arrangements for short intensive 'crash' courses over four days or an extended weekend.

In 2016 up to the inspection week in July, the following courses had taken place:

7 academic English courses (8 student weeks)
 17 business English courses (25 student weeks)
 16 English for exams courses (49 student weeks)
 2 English for teachers courses (3 student weeks)
 2 English Plus courses (2 student weeks)
 73 adult one-to-one general English courses (134 student weeks)
 7 two-to-one adult general English courses (8 student weeks)
 8 parent & child courses (9 student weeks)
 4 one-to-one young adults general English courses (8 student weeks)
 142 one-to-one young learner general English courses (267 student weeks)
 78 two-to-one young learner general English courses (164 student weeks)
 1 adult general English crash course (4 days)

During the week of the inspection, there were courses for:

1 academic English student
 4 English for exams students
 1 English for teachers student
 1 English plus student
 18 general English adult, one-to-one students
 4 general English adult, two-to-one students
 2 parent and child courses
 8 young adults, two-to-one students.
 58 young learners, one-to-one students
 148 young learners, two-to-one students

Accommodation profile

Number of students in each at the time of inspection (all students on eligible courses)

Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	0
Private home	0	0
Home tuition	36	181
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
Arranged by student/family/guardian		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	36	181
Overall total adults + under 18s	217	

Introduction

Living Learning English (LLE) organises home tuition courses in the UK, guardianship services for young learners and a limited number of Spanish home tuition courses in Spain. It has grown since its first inspection in 2008 from an organisation based in its owner's house to an expanding business with a large number of home tuition teachers on its books. Demand for its courses continues to grow although most of these take place during the summer months.

Although LLE's head office is based in Bristol, it offers home tuition programmes throughout the UK. This provision is supported by fourteen regional representatives who carry out home visits and offer support as required.

The inspection lasted six and a quarter inspector days. On the first day, the inspectors visited the head office in Bristol and inspected LLE premises, resources and systems. During the other three days the inspectors made a joint visit to the homes of three teachers in Bristol and visited eight other homes separately in Bournemouth, London and East Anglia. These visits included teachers hosting adults and under 18s, and homes hosting one student and those hosting two students. At each home, they observed a lesson for up to forty-five minutes, talked to the teacher and to the students and inspected the premises.

In Bristol there were interviews with the principal-owner, the academic manager, the course managers of junior and adult programmes, the travel manager, the administrative assistant and the finance manager. The part-time director of studies was interviewed. (Based in Bristol, she is involved with the recruitment, observation and training of teachers.)

There were also telephone interviews with two of the fourteen regional representatives who, as well as visiting teachers' homes, also observe lessons and provide in-service training sessions In Bristol.

Management

Legal and statutory regulations

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

Comments

M1 The items sampled were satisfactory.

Staff management

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

Comments

M2 There is a clear structure of management in the school and cover arrangements are in place to maintain continuity. All roles are supported by detailed operational handbooks which ensure that management functions and systems are maintained at all times.

M3 All staff have job descriptions and separate areas of responsibility are described in detail. In addition, documentation contains key performance indicators of success, which are used during appraisals and as background for staff development. Job-specific operational handbooks also provide additional guidelines.

M4 There is a range of regular formal and informal meetings which ensure effective communication throughout the school. Minutes generate action points which are followed through and recorded. A new online portal for teachers allows continuous access to relevant documentation and offers additional opportunities for communication. Head office issues regular newsletters to all teachers. All staff and teachers spoken to were very positive about LLE's communications strategy.

M5 There are clear policies and procedures for the recruitment and appointment of staff. Appointments are made subject to satisfactory interviews and evidence of appropriate qualifications. All teaching applicants receive an initial telephone interview before being visited by an appropriately qualified member of staff.

M6 Suitable steps are taken to investigate the qualifications and experience of prospective employees. All interview letters clarify the requirements of employment and personnel files indicate that the qualifications and experience of

staff have all been verified in a systematic way. References for all staff were noted on file.

M7 All staff and teachers receive an induction and there is a formal orientation programme supported by appropriate guidelines and checklists. The induction covers a range of health and safety and appropriate educational and professional matters. Staff are required to confirm that all relevant induction procedures have been completed successfully by signing relevant documents.

M8 There is an appraisal system in place and completed appraisal forms were seen on file. This is primarily aimed at the head office staff. There is clear information in the employee handbook informing staff about how unsatisfactory performance and issues of capability will be dealt with, although this is currently listed in the section dealing with matters of staff discipline.

M9 Staff are involved in a range of appropriate external educational and welfare training courses. An in-service training session is organised in Bristol every two months for those teachers able to attend. This covers both educational and student welfare matters. Financial assistance is provided if staff wish to upgrade their qualifications and follow relevant courses of study. Administrative staff also identify their professional development needs through the appraisal process where targets for the following year are set.

Student administration

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

Comments

M10 Experienced staff, combined with well-established procedures and systems are all used effectively to handle the volume of work. As the whole administrative team is housed in the same building, this provides additional flexibility in the deployment of staff.

M11 Multilingual staff can offer comprehensive help about the courses available and teacher profiles when students are considering enrolment. Seventy per cent of all courses are sold by specialised overseas language travel agencies who possess detailed knowledge of the organisation's programmes and teachers.

M13 Students have to provide all emergency contact details as part of enrolment. This includes information on the contacts' knowledge of English. During weekends and evenings staff can deal with any unforeseen circumstances and emergencies as the database is accessible via the internet.

M14 Absence and lateness are not an issue on home tuition programmes. However, students who have problems in this area are contacted by head office if necessary.

M15 Conditions under which a student may be asked to leave the course are clearly described in the student's code of conduct.

Quality assurance

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

Comments

M16 All of the points to be addressed from the previous report had been dealt with in a systematic and thorough way.

M17 The school had used certain sections of the Scheme's criteria as the basis of self-evaluation and improvement. In addition, minutes from monthly team meetings provided evidence of the regular review of the provision. The ongoing upgrading of the school's database and the introduction of a dedicated teachers' portal have all been linked to a commitment to improving systems, procedures and communications. There is a formalised process of review after each summer season and ongoing monitoring of student feedback.

M18 See HT 7.

M19 There is an annual questionnaire to all teachers and results are collated to form the basis of a review. Teachers are also able to provide feedback via the teachers' portal. There was evidence of the introduction of appropriate improvements as the result of staff suggestions.

M20 See HT 7.

Publicity

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

Comments

The school's publicity consists of a brochure and a website.

M21 The brochure and website are appropriately designed and easy to navigate. Access to information is facilitated by a suitable level of language for non-native readers, by helpful course summaries and by a successful balance of text and images. Translations are available in a number of languages.

M22 Publicity gives accurate information about the school's services. However, one or two claims about the quality of the provision are not based on independent and objectively verifiable evidence.

M25 The approximate costs of any leisure programme not included in the course fees are not easy to find.

M29 A promotional video states that the school is accredited by the British Council for 'its language courses'.

Management summary

The provision meets the section standard and exceeds it in some respects. The management and administration systems operate to the benefit of students and staff. Management systems and jobs are described in great detail. Communications are very effective and attention is given to ensure that staff are well informed and share ideas. There are arrangements for the professional development of all staff. The administration of students is client-focused and effective. The school is very keen to assure the quality of its services through review and feedback. *Student administration* is an area of strength.

Resources and environment

Premises and facilities

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

Comments

R1 Teachers' homes are adequate in size and provide a comfortable and professional environment for students and teachers. LLE's new office facilities in Bristol are of a very high standard.

R2 All premises visited were in a satisfactory state of repair, cleanliness and decoration. Several of them were of a

high standard.

R3 Learning areas were adequate in size and number and contained sufficient space to allow students to see, hear and write in comfort. Teachers could adopt different classroom layouts as required and sometimes used the kitchen area if the learning objective focused on the language of cooking.

R4 Students receive full board and have access to their study bedrooms and recreational areas in the teacher's house during their stay.

Learning resources

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

Comments

R7 The academic manager researches coursebooks and chooses suitable titles for the student's programme. The book selected is based on the result of the student's initial placement test and the course they are following. This may be a coursebook or a workbook. Teachers are also sent any related materials which are needed to use the coursebook successfully. They can also monitor the materials allocated to the student via the teachers' portal. There are detailed guidelines for teachers on how best to exploit any coursebooks sent and tips on further reading. Although several teachers use their own resources to meet the particular needs of their student, they find it useful to have a coursebook, which usually comes with related video and audio material, as a back-up. If teachers request alternative coursebooks because the original ones do not match the students' level, these are provided promptly.

R8 The Bristol office has a choice of materials and resources for teachers which can be borrowed. Several teachers visited had, in addition, built up their own resource library. There is a list of relevant websites in the teachers' manual and many teachers use materials they find online or have developed to meet the interests of students. All teachers visited had the facilities to produce and reproduce materials.

R9 Teachers provide their own CD and DVD players and computers for teaching. There was no evidence of equipment breakdown or inefficient use. Teachers commented on the fact that they had learned a lot from LLE's interest in developing digital resources and expressed confidence in using new technology and online materials.

R12 Teachers and students are encouraged to rate teaching and learning resources and any new materials used are evaluated in a systematic way. This feedback is used as part of the review process at the end of the summer season.

Resources and environment summary

The provision meets the section standard. The learning and teaching resources and teachers' homes support students' studies. Students benefit from living and studying with their host teachers in familiar and supportive environments.

Teaching and learning

Academic staff profile

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

Comments

T1 Three teachers visited did not have a Level 6 qualification and there were another 23 teachers working during the inspection week in a similar position. The rationales for their employment were accepted within the context of this inspection. Teachers all had relevant professional backgrounds with evidence of further training and development activities. It was clear that LLE had also provided suitable support.

T2 There were five teachers working during the inspection week without ELT qualifications which meet the requirements of the Scheme.

T3 The rationales for their employment were accepted within the context of this inspection. They were either QTS (but without appropriate subject specialisms) or had received non-standard TEFL training, based on courses that do not meet the requirements of the Scheme. There was also evidence of LLE providing suitable support and monitoring of the teachers' performance. In addition requirements for home tuition teachers may sometimes differ from those working in more conventional teaching environments.

T4 The academic manager based in Bristol is TEFLQ and has been in post for three years after several years of appropriate experience. The part-time director of studies, also based in the Bristol office, provides support and observes teachers. She is TEFLQ and has more than thirty years' experience. Both teaching consultants, who provide training and carry out lesson observations in different parts of the UK, are TEFLQ and have many years of relevant experience between them.

Academic management

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

Comments

T6 Students are sent details of different host tutors so that they can select the teacher most suited to their needs and interests. The information includes detailed biographical notes, photographs and other relevant information. Head office staff or experienced overseas agencies select the teacher that suits the student's profile and preferences in terms of location, interests, experience and course type. Suitably qualified and experienced teachers are chosen for courses that require a specialist input.

T7 Head office provides teachers with a timetabling template and guidelines to assist with course planning. However, it is assumed that teachers will use their own judgement to provide a schedule that will optimise the student's learning experience. This may involve some flexibility depending on the activities programme that has been organised.

T8 If a teacher is unable to continue teaching or hosting a student, the student is moved to another home or in emergencies it is possible that another teacher will travel to the student's existing accommodation. If a teacher is unwell for only a short time, extra classes will be arranged later in the course to make up for the missed lessons.

T10 There are formalised arrangements to ensure guidance and support for teachers. Bristol training sessions take place every two months with themes covering a range of educational and welfare issues, including sessions resulting from lesson observations. These are often delivered by LLE teacher observers. In addition, there is a day's annual conference with well-known names from ELT being invited to present on themes relevant to home tuition. All LLE teachers are invited to attend free-of-charge, although they are required to meet their own expenses. The teachers' portal provides information on these training events and links to videos of some of the actual sessions given, or to other material online. Teachers are also invited to join a teachers' forum where home tuition problems and solutions are shared. There was evidence that this was working well with a high take-up rate. There may also be financial support for teachers who wish to further their professional training. There was evidence of plans to individualise professional development for all teachers with the introduction of personal continuing professional development (CPD) portfolios linked to the teachers' portal. Teachers confirmed that the academic managers were always available on the telephone to provide assistance and support as required.

T11 As a general rule all teachers are observed once a year. These sessions alternate between face-to-face observations with feedback and a 'remote' observation in the second year, when teachers are asked to audio-record a lesson and send it to head office for comments. Teachers reported they found the face-to-face discussion of their own teaching with the academic management to be a useful part of their professional development. Observation notes seen were detailed and professional. They also included suggestions for action planning to improve and develop teaching. However, there was no evidence that newly recruited teachers were being observed early in their employment to ensure the effective monitoring of their general teaching performance.

Course design and implementation

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

Comments

T12 The teachers' portal gives guidelines on the design of courses. A design template assists teachers in devising a course based on the students' language level, syllabus items from the Common European Framework of Reference (CEFR), the students' stated needs and an individual student plan (ISP), which is completed with the teacher at the beginning of the course. The recommended use of recently published course materials ensures that materials and classroom methodology are up to date. Teachers have some flexibility in the way they use the coursebook and make their own choices about any additional inputs used. Usually their judgements are related to meeting the expressed needs of the students as closely as possible.

T13 LLE's policy is to encourage teachers to review the design of all courses as they are delivered. This happens informally and teachers respond to students' needs and preferences on an ongoing basis, using their own experience and judgement. Both teacher and student are involved each day in adjusting the course programme in response to changing student needs, to teacher perceptions and to the student's experiences on the activities programme.

T14 Students are actively involved in the development of the initial course outline, which may then be changed on a daily basis. Usually changes are agreed by the teacher and the student together and noted on the course timetable, which is then available for both the teacher and the student.

T15 The student handbook includes tips to enable students to make the most of their learning while in the UK. There are sections on study planning, organising and learning vocabulary and optimising their learning. They are also encouraged to maintain a learner diary where they keep records of their living and learning experiences during their course. Guidelines for teachers also provide tips on promoting students' independent learning while the end-of-course reports provide ideas for further study when students return home.

T16 Living and learning in a teacher's home naturally assists students to benefit linguistically from their stay in the UK. Students spoke enthusiastically about this aspect of their course. In addition, the activities programme (usually one full-day and two half-day excursions a week) is a major part of the course and is continuously exploited in class both before and after the activity.

Learner management

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

Comments

T17 See HT5.

T18 Teachers are required to assess student's progress by using the CEFR scale. The final assessment is included in the end-of-course report (see T21) and is based on three ratings (higher, mid and lower) within each CEFR level for listening, speaking, reading and writing. On longer courses, teachers are asked to provide more frequent evaluations. They are also encouraged to use the progress tests within the coursebook where relevant, as a way of assessing student progress.

T21 Very detailed academic reports are completed for all students at the end of their course. This is a key part of LLE's service. These include guidelines on further study as well as providing a comprehensive assessment of the student's level and progress made during the course.

Classroom observation record

Number of teachers seen	10
Number of observations	10
Parts of programme(s) observed	General English – one-to-one English Plus – one-to-one with cooking Junior general English – two-to-one

Comments

Although 11 home tuition providers were visited, it was not possible to observe one lesson as the student was unable to participate in the lesson.

Classroom observation

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

Comments

T23 Teachers demonstrated a sound knowledge of the linguistic systems of English and presented good models for the different class levels being taught.

T24 The content of the lessons was generally appropriate for the overall course objectives. Courses for juniors focused on topics they enjoyed. However, sometimes there was insufficient emphasis on improving speaking, which all students reported was one of the main aims of their course. On occasion the content was too difficult for the students or the teacher spent too long talking about the language rather than on getting students to use it for communicative purposes.

T25 There was clear evidence of lesson planning although some learning objectives were expressed in very general terms without clear learning outcomes. Lessons generally progressed logically and moved smoothly between the different phases. Teachers' signposting of teaching stages in the best lessons observed assisted learners in following the progress of the lesson and reference to previous work or future plans underlined the coherence of the course as a whole.

T26 A range of appropriate teaching and learning techniques was used effectively to achieve the course objectives. Games, songs and puzzles motivated younger learners. Teachers promoted student engagement through appropriate elicitation techniques. The most successful teaching used techniques to encourage speaking and the personalised use of new language. Although some useful drilling was observed, there was insufficient focus on repetition practice and accurate pronunciation.

T27 A selection of resources was used to facilitate learning. Whiteboards, audio and video play-back, computers for presentation and browsing the internet were all used effectively. Small cards and cut-up strips added a more dynamic aspect to pair work. The most successful teachers used the home environment during classes in an appropriate and effective way.

T28 Corrective feedback was noted in some classes and teachers always praised their students enthusiastically. Although there were some exceptions, the range of correction techniques observed was limited and mainly involved teachers correcting students rather than prompting self- or peer-correction.

T29 Teachers routinely checked whether learning was taking place. However, there was not always enough emphasis on monitoring whether the learning achieved could be used to communicate effectively in different contexts.

T30 Teachers all had an engaging and authoritative classroom presence. Instructions were clear and checked. In the more successful lessons teachers prepared students well for tasks, providing clear examples together with the appropriate pre-teaching of useful language. Teachers usually adapted their own language to the level of the students without distorting the natural features of connected speech. However, some lessons observed were very teacher led and reduced the amount of speaking time available for students. All students were enthusiastic about their teachers and felt they were making progress and learning well.

Classroom observation summary

The teaching observed met the requirements of the Scheme. Overall the teaching was satisfactory with some good and very good lessons being observed. Teachers showed a sound knowledge of English and presented accurate models for students to follow. Lessons were planned and classroom activities were usually coherent and purposeful. Techniques were varied and appropriate, with a number of suitable resources being used to enhance learning. However, sometimes the content of lessons was not always appropriate. A limited range of corrective feedback techniques was used although more correction overall would have promoted learning. Teachers generally had a good presence in the classroom and managed their classes well. There was a positive learning atmosphere and students spoke enthusiastically about their classes.

Teaching and learning summary

The provision meets the section standard and exceeds it in some respects. The academic management team is very well qualified. Teachers are appropriately qualified and courses are designed to meet the needs of students. The management of student progress is monitored and programmes of learning are managed for the benefit of students. The teaching observed meets the requirements of the Scheme. *Academic management* and *Course design* are areas of strength.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W2 Pastoral care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W3 Personal problems	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
W4 Dealing with abusive behaviour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W5 Emergency contact number	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W6 Transport and transfers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
W7 Advice	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
W8 Medical and dental treatment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input checked="" type="checkbox"/>	

Comments

W1 All students live in their teachers' homes and there are good measures in place to provide for their security and safety. All homes are checked for safety before students are placed, and every two years thereafter on home visits by organisation staff. See W10 and W11. Teachers are required to conduct risk assessments of their homes, to record this information in their home file and to share the information with their students. Students are also told about the importance of safety issues in the home in their handbooks. The organisation has an e-safety policy which applies while students aged under 18 are on home tuition courses.

W2 Early in their first week every student receives a welcome call from the course manager in Bristol to check that they are settling in and to give them their name and telephone number should the student need any support. The call is made in the student's first language, where possible, if their level of English is low. Students can turn to their teacher for support and there is considered advice for teachers on pastoral issues in their handbook, as well as excellent support from head office staff. Arrangements are made by the teacher if the student has needs relating to religious observance and there was evidence of this seen during home visits made by the inspectors.

W4 The organisation has a clearly expressed and comprehensive policy for adults on dealing with unacceptable behaviour and a similar policy for under 18s included in the organisation's safeguarding policy. The organisation is addressing its responsibilities relating to the Prevent strategy very well: the principal is the Prevent lead, all head office and all teachers have received training and have confirmed that they have read the organisation's Prevent policy.

W5 The organisation has a 24-hour emergency contact number, which is given to all students in writing. All students aged under 18 are also given a personal safety card with the emergency contact information on it.

W6 Every student is sent personalised information about travel to their homestay. Transfers are arranged by head office staff in Bristol using a range of taxi firms who are able to provide the good service and meet the high standards which are set out in writing by the organisation. All under 18s are met on arrival, unless they have made alternative arrangements with their parents. There is a travel risk assessment and safe travel guidelines in the organisation's safeguarding policy.

W7 Students are provided with clearly-expressed and useful information in their handbooks about living in the UK; there are separate handbooks for adult students, students aged 10–13 and 14–17, and for students on summer

two-to-one courses. The student welcome pack also has relevant information, including about personal safety. A wide range of up-to-date information about the local area is provided by teachers in their home file.
W8 All students are provided with comprehensive medical insurance included in the course fees. Information about medical services is included in the student handbook and there is advice for teachers on dealing with any need for medical treatment by their students.

Accommodation profile

Comments on the accommodation seen by the inspectors

The organisation has teaching homestays in all parts of the UK, some in rural locations and some in towns and cities. Homes are graded as executive level if there is a private bathroom available for the student. Students have a single room, although there are some double rooms available on request. All students live as part of the family and have full board.

The inspectors visited three homestays in Bristol together, and then, separately, three in Bournemouth, three in London and two in Suffolk. This included teachers hosting adults and under 18s, and homes hosting one student and those hosting two students.

Accommodation: all types

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

Comments

W9 All 11 homestays visited provided comfortable accommodation: six of the homestays were very good with spacious student bedrooms and private bathrooms; five provided a good or satisfactory level of accommodation. All hosts were welcoming and clearly enjoyed the experience of home tuition and the interaction with their students. All the required services were in place. Hosts provided at least a weekly laundry service. There was Wi-Fi in all the homes visited.

W10 and W11 See HT2.

W12 See HT1.

W13 Detailed and comprehensive information is sent to the student covering all aspects of this criterion. This includes very useful and attractive homestay profiles, including photographs.

W14 Students receive a welcome phone call from head office at the start of their course to collect initial feedback and check that all is well. Any issues are dealt with promptly and any action taken recorded. At the end of the course the student completes a questionnaire and returns it by post to head office. The feedback is analysed, circulated to relevant staff, and also sent to the teacher.

W15 There was evidence of teachers taking great care to provide healthy meals, to find out what their students like to eat and to encourage them to try local dishes. Students are sometimes involved with shopping for food and cooking as part of their course. The students in the homestays visited spoke very positively of the food provided.

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W17 Rules, terms and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
W18 Shared bedrooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W19 Students' first language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W20 Language of communication	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>
W21 Adult to welcome	<input type="checkbox"/>	<input checked="" type="checkbox"/>	N/a	<input type="checkbox"/>	<input type="checkbox"/>

Comments

W17 See HT3.

Accommodation: residential

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

Comments

None.

Accommodation: other

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

Comments

None.

Leisure opportunities

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

Comments

W26 Students are given some general information in documentation from head office and then more detailed information by teachers. Home files seen contained brochures, pictures, information and web links about the local area and attractions. Students discuss the options with their teacher and make their choices, meaning the approach to the social programme is very personalised.

W27 Teachers are aware of the requirement to provide two half-day and one full-day excursions per week, although there was evidence that some exceed this. The choice is very wide, depending on the location, but includes tourist attractions in cities, visits to the beach or picturesque villages, museums, festivals, boat trips, sports events etc. Some are free, such as local walks, and some have to be paid for. Teachers accompany the students on all activities; some also include students in family occasions or meet up with other teachers hosting students so that their students can practise their English and socialise in a range of different situations.

W28 Teachers are required to draw up risk assessments for each activity and there was evidence that they do so. Although guidance and sample risk assessments are sent to teachers from head office, one teacher visited had no risk assessments completed and felt she needed more help.

Welfare and student services summary

The provision meets the section standard and exceeds it in some respects. The organisation prioritises the safety and well being of all its students and their needs for security, pastoral care and information are well met.

Accommodation systems are managed efficiently and the accommodation seen was good. The leisure programme provided by the teachers is varied and tailored to individual students' needs and interests. *Care of students, Accommodation and Leisure opportunities* are areas of strength.

Care of under 18s

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

Comments

The organisation enrolls adult students (18+) and students aged 10–17. At the time of the inspection there were 217 students enrolled for home tuition, 181 of whom were aged under 18.

C1 There is a very comprehensive safeguarding policy in place, drawn up with expert input, and in a clear and easily-understood format. It includes safer recruitment procedures and handling referrals, as well as detailed guidance on aspects relevant to home tuition, such as guidelines for teachers on one-to-one contact with students and teachers' own use of social media. The policy also includes codes of conduct for teachers and students. The designated safeguarding lead (DSL) is the principal. The policy lists the date when review is due.

C2 Each teacher has a welfare induction, including aspects of safeguarding and Prevent, conducted by phone by the young learners course manager in Bristol. The safeguarding policy is on the teachers' portal and teachers have to sign to say they have read it. All teachers are required to complete online safeguarding training and to upload their certificates onto the portal. The DSL and young learners course manager have received specialist training. There is ongoing safeguarding refresher training for the staff in the Bristol head office.

C4 Safer recruitment procedures are in place and the principal has completed safer recruitment training. Every person aged 16 or above permanently resident in the homestay is DBS checked. The database indicates when other young people in the homestay will be 16 so that the organisation can apply for a DBS check in good time.

C5 Students are always with their teacher in lessons, activities and excursions. The range of activities is drawn up with the ages and interests of the students in mind, with alternatives in case of bad weather. An additional programme of home-based activities, such as crafts and baking, is included in the courses for students aged under 14. Teachers draw up risk assessments for all activities and excursions.

C6 Rules for what students may do outside lesson or activity times are made clear in the teachers' handbook and supporting documentation. Students aged under 14 are always supervised; students aged 14–17 are allowed limited free time. Any unaccompanied activity must be authorised and detailed information given to the teacher. Comprehensive parental consent forms are on file detailing what students are allowed to do, and the organisation reserves the right to overrule any permission deemed inappropriate in the local situation.

C7 All students are in homestay with full board.

Care of under 18s summary

The provision meets the section standard and exceeds it in some respects. The organisation and its teachers take their responsibilities towards the care of under 18 very seriously. There is good provision for the safeguarding of under 18s within the organisation and in the leisure activities and accommodation provided. *Care of under 18s* is an area of strength.

Additional criteria for the inspection of home tuition

Home tuition register

Criteria	Not met	Met	Strength	See comments
HT1 Register up to date and accurate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HT2 Teaching hosts visited	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

HT1 The database used to maintain the home tuition register of teachers is comprehensive, accurate, effective and fully tailor-made to meet the needs of LLE; the dates when visits are next due are also flagged up. The provider is able to produce a full range of detailed reports on any combination of data.

HT2 All homes are inspected before students are placed by a member of staff from head office, often the principal so that she can maintain her in-depth knowledge of the teachers and their homes. There is a comprehensive home visit form which includes checks that fire risk assessments and Gas Safe certificates are in place.

Terms and conditions

Criteria	Not met	Met	Strength	See comments
HT3 Rules, terms and conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HT4 Member of the household	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

HT3 Teachers are fully acquainted with the rules, terms and conditions applied by the provider in respect of the placing of students, and booking arrangements are clear. All teachers are able to access and upload information via the teachers' portal and were consistently positive about the quality of the communication offered by LLE. Any changes or updates are immediately available online and teachers can upload all documentation as required.

Placement

Criteria	Not met	Met	Strength	See comments
HT5 Matching student to placement	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HT6 Assessing level	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HT7 Problems and complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

HT5 Great efforts are made to match students with teachers based on a wide range of variables influencing students' choices. Students are provided with detailed biographical notes and pictures of their potential teachers and accommodation before making their choice. LLE aims to assist the students in making the most effective choice.

HT6 Students complete a short placement test before they arrive and answer questions in writing about their background. However, there is currently no test of students' listening and speaking ability although in most cases the course's main aim is to improve speaking. There was also some evidence that the current placement procedures are not consistently predicting students' level accurately. Teachers usually find a way to compensate for this by adapting the course design. However, several cases were noted by the inspectors where the teachers had failed to assess the student's correct level of English.

HT7 Students are provided with opportunities for evaluating the school's services during their course. The initial feedback takes the form of a telephone call from the course directors on the first Tuesday. All calls are logged on the student's record in the database. Students are encouraged to complete an end-of-course questionnaire which is returned to the school via freepost. Teachers receive copies of questionnaires returned by the students and head office records any action taken as a result of feedback. Aggregate scores and summaries of student comments are produced at regular intervals as a basis for reviewing the services offered. There is a very clear complaints procedure given to students in writing and in accessible English. The complaints records were efficiently organised and any recent issues had been dealt with in a systematic, fair and confidential way.

Environment

Criteria	Not met	Met	Strength	See comments
HT8 Teaching and study rooms	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HT9 Use of environment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
HT10 Time away from host	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Comments

HT9 It was clear that teachers used both the home and the local environment to support the students' learning and language development.

HT10 All teachers seen were sensitive to the students' need for space during the course, and made appropriate arrangements.

Home tuition summary

All the criteria in this section are met and some are very well met.
