

Organisation name	Living Learning English, Bristol
Inspection date	14–16 April 2025

Section standards	
<b>Management</b> The management of the provision operates to the benefit of the students, and in accordance with the provider's stated goals, values, and publicity.	Met
<b>Premises and resources</b> The premises provide students and staff with a safe, comfortable and professional environment for work and relaxation. A range of learning resources is available, appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.	Met
<b>Teaching and learning</b> The academic staff team has a professional profile (qualifications, experience and continuing professional development) appropriate to the context. Teachers receive sufficient guidance to ensure that they support students effectively in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed meets the requirements of the Scheme.	Met
<b>Welfare and student services</b> The provision meets the needs of the students for security, pastoral care, information and leisure activities. Students benefit from well-managed student services, including, where offered, out-of-class activities and suitable accommodation.	Met
<b>Safeguarding under 18s</b> There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided.	Met

Recommendation
We recommend continued accreditation.

Summary statement
<p>The British Council inspected and accredited Living Learning English in April 2025. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see <a href="http://www.britishcouncil.org/education/accreditation">www.britishcouncil.org/education/accreditation</a> for details).</p> <p>This private language teaching organisation offers courses in general, academic and professional English for adults (18+), young people (16+) and under 18s in teachers' homes and online.</p> <p>Strengths were noted in the areas of staff management, student administration, publicity, premises and facilities, learning resources, academic staff profile, academic management, teaching, care of students, accommodation, and safeguarding under 18s.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

Living Learning English (LLE) is a home tuition (HT) and online tuition (OT) provider. As homes are located across the UK, there is no head office and provision is managed and supported by a core leadership team who work remotely. Although there are a large number of home tuition teachers on its books, many of them are used in the summer months when demand is greatest. At the last inspection a guardianship provision was offered but this has now closed.

The inspection involved two inspectors and took one day and two half days, spread across three days. The inspection was primarily conducted remotely, but inspectors also visited two teachers in their homes. Online meetings were held with the principal, the academic manager, the business development manager and the course manager. Five HT teachers and their homes were inspected, three of them remotely, and two in person. Each visit lasted approximately 70 minutes and included a one-to-one discussion with both teacher and student, a tour of the home, and a teaching observation of approximately twenty minutes. Some documents held by teachers were also viewed. Two OT lessons were also observed.

## Address of main site/head office

27 Portland Square, Bristol BS2 8SA

## Description of sites visited/observed

The head office was not seen as this is a business address only. All staff work remotely. Five teachers' homes were viewed virtually and two were visited in person.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for adults (18+) and young people (16+)	<input checked="" 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 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied English/Content and language integrated learning (CLIL)	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Comments

A range of different courses is offered year-round and created as bespoke programmes by teachers. In addition to general English for adults, for young people, and for juniors, LLE offers a parent and child course, English for exams, English for teachers (seen during the inspection) and a four-day crash course for adults. Programmes are predominantly one-to-one, but two-to-one is also offered. The majority of HT courses are general English courses for younger learners with students typically staying with the host for one to three weeks. All courses have a fully online version with students purchasing a number of hours and arranging the tuition to suit their individual needs.

## Management profile

The senior leadership team reports to the principal and consists of the academic manager and the business development manager/course manager. Another course manager, the travel manager and a marketing content creator also report to the principal. Teachers are self-employed and their work is co-ordinated by the academic manager and other managers as appropriate.

## Accommodation profile

LLE has teaching homestays in all parts of the UK and this is the only accommodation offered. Accommodation is on a full board basis in standard single rooms with a shared bathroom, although double rooms and private bathrooms are available on request for a surcharge.

## 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 clearly stated goals and values, and their publicity. The structure of the organisation is well established and applied to good effect by experienced and professional staff. Communication is very good and student administration is carried out very efficiently and effectively. Publicity is attractive, clear and accurate. *Staff management, Student administration and Publicity* are areas of strength.

### Premises and resources

The provision meets the section standard and exceeds it in some respects. The home tuition premises provide students with a high quality, comfortable, and stimulating environment for study and relaxation. A wide range of online learning resources is available, suitable for the age and needs of the students. *Premises and facilities* and *Learning resources* are areas of strength.

### Teaching and learning

The provision meets the section standard and exceeds it in some respects. Suitably qualified staff are led and supported by a well-qualified and experienced academic manager to deliver carefully designed bespoke one-to-one courses that provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management* and *Teaching* are areas of strength.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects, the needs of the students for security, pastoral care, information and leisure activities are very well supported. Students benefit from well managed student services and very suitable accommodation. *Care of students* and *Accommodation* are areas of strength.

### Safeguarding under 18s

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

### Declaration of legal and regulatory compliance

The items sampled were satisfactory.

## Evidence

### Management

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

M1 The mission, vision and values statement has been developed in collaboration with the leadership team and is fully integrated into the recruitment, induction and appraisal processes. It also forms part of the publicity.

M4 There is a clear communication strategy that makes good use of a range of channels, including social messaging apps, padlets, regular and frequent formal and informal meetings, newsletters to teachers and hosts, and continued

professional development forums for the sharing of information and good practice. Staff reported that communication channels were very effective.

M7 There is strong evidence of robust review systems. The significant changes and developments that have been implemented across a number of areas since the last inspection, such as the creation of a fully remote management and learning platform, digital course materials and online CPD provision, all demonstrate a strong commitment to improving systems, procedures, and communications.

Staff management and development	Area of strength
M8 The provider implements appropriate human resources policies, which are made known to staff.	Strength
M9 The provider specifies the duties of all staff working with ELT students, and ensures that these are up to date.	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, for highlighting good performance, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Met
M13 There are effective procedures to ensure the continuing professional development (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength
<b>Comments</b>	

M8 The organisation uses HR consultants to support, develop and update their policies. There is comprehensive guidance for teachers on the LLE teacher portal and all staff have access to an employee assistance programme that promotes well-being and helps deal with personal and professional problems. Staff felt valued and supported.

M11 Induction procedures are comprehensive, well managed and timely. Checklists are used and staff are required to confirm that all induction procedures have been completed successfully by signing relevant documents. New teachers do not receive their induction until they have their first client booking so that information is fresh. Key information is additionally provided in the form of videos on the teacher portal.

M13 Further training and CPD is highly valued and supported at LLE as evidenced by the extensive CPD training records seen for the leadership team, and the comprehensive fully online menu of CPD training for teachers.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Strength
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met
<b>Comments</b>	

M14 There are high levels of customer satisfaction throughout the organisation as evidenced by the excellent feedback from students, parents, agents and from interviews with individual students. The detailed pre-course communication is designed to ensure that students and hosts are well matched. Whilst this process is time consuming, feedback showed that it produces very positive results.

M15 There is a significant exchange of pre-arrival information between LLE and the client to ensure that they are appropriately placed and that they feel comfortable about their host, their course and their travel and homestay arrangements. Information and advice is also available in student's L1 for some languages. This is mostly conducted through agents who possess detailed knowledge of the organisation's programmes and teachers. Every student has an online meeting with their host prior to arrival and a home file is provided by every host that gives additional information to the student about the home, the family and the surrounding area as well as advice on health and safety. This is introduced on the first day of their course.

M16 A bespoke system has been designed and developed to support enrolment and fee paying. It is comprehensive and robust and can easily produce information in a range of formats.

M18 Absence is usually not an issue on home tuition courses; however, students are requested to arrive promptly for breakfast and the start of the mornings lessons as agreed with the teacher. Students sign daily plans to confirm the start and end time of lessons and excursions and to record how they have spent their free time each day.

Publicity	Area of strength
M21 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Strength
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M26 Publicity gives an accurate description of any accommodation offered.	Strength
M27 Descriptions of staff qualifications are accurate.	Met
M28 Claims to accreditation are in line with Scheme requirements.	Met

#### Comments

The website is the main medium of publicity. Brochures can be downloaded from the website for each course.

M21 There are very clear descriptions and images that are fully representative of the student experience. Host profiles are presented on the website and include photos of the host, the interior and exterior of the house, and the local area.

M22 The website and the brochures are written in very clear and accessible English. Translations of the brochures are also available in five languages.

M26 Information about accommodation is very clear and accurate. A profile of each teacher appears on the website with photos of their houses. Students also meet the teacher online before they arrive and have a video tour of the accommodation.

#### Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Met
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

#### Comments

P1 All HT 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 inspected every two years. Teachers are required to conduct risk assessments of their homes, which are signed off by the course manager and uploaded to a central file along with fire risk assessments and gas safety certificates before they can start hosting students.

P2 Host teachers are selected carefully to ensure that the home is in a good state of repair, cleanliness and decoration. Students can view homes before arrival through photos and also live during their pre-arrival meeting with the host teacher. All homes visited were of a high standard.

P3 All hosts must provide a suitable study area that is light, well-ventilated and quiet. LLE carries out rigorous inspections before a teacher can host any students. All homes visited provided very good spaces for learning.

Learning resources	Area of strength
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P7 There are sufficient learning resources for classroom use for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Strength
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Strength
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.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

P7 Students have access to an online platform providing digital coursebooks for all courses and ages and a range of web links to materials that they can access with guidance from their teacher.

P8 The teacher portal is well organised, provides extensive resources and there is guidance on how best to use the materials.

P9 LLE has designed its own bespoke online learning platform that is easy for students and staff to use. Teachers are provided with training on how to use it. All teachers were very comfortable with the use of technology and the support they received.

### Teaching and learning

Academic staff profile	Area of strength
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

#### Comments

The recruitment and support policy is effectively devised and implemented in line with the stated course objectives and the student profile. The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the organisation's context. The core teaching team has a broad range of experience and specialisms including training in working with Special Educational Needs and Disabilities students. A rigorous matching process takes place to ensure appropriate placement of students and the very experienced academic manager provides bespoke support and guidance to individual teachers before and during the placement.

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	N/a
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Met
T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Met

#### Comments

T4 Teachers are well matched with students according to their skills, experience and interests prior to arrival. The timetable is negotiated with the student according to their choice of hours and a weekly schedule is drawn up that students agree to. These are shared with the academic manager.

T5 There are effective procedures for cover in the case of teacher illness. These can vary from bringing in another teacher who lives locally, covering the lessons online or moving the student to a different host.

T7 All new teachers have a two-part induction process (academic induction and homestay induction). This takes place online and is scheduled once the new teacher has a student booking. Past recordings of both inductions are available on the teacher portal.

Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Not met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Strength
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met

#### Comments

T11 Course design is very bespoke and appropriate to the context. However, study and learning strategies are not systematically incorporated into the overall approach to teaching and learning.

T12 The homestay environment is conducive to all round language skills development and evidence was seen that teachers monitor the students daily, building confidence in social interaction at home with the teacher and the family. There is also a systematic integration of the local environment within the course content through work in class, out-of-class activities and a focus on UK life and culture.

Learner management	Met
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Strength
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

T17 Students have an individual study plan which is completed on their arrival. Teachers respond to students' needs and preferences on an ongoing basis, using their own experience and judgement and with support from the academic manager. Teachers with SEND experience are matched to students who declare a SEND need.

#### Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	sample range

#### Comments

Five of the 12 HT teachers, and two of the OT teachers timetabled during the week of the inspection were observed, with a range of students of varying ages and course types/lengths.

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Strength

T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Met
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Met
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Strength
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

#### Comments

T19 All teachers produced clear and accurate models of English. The language used for explanation was appropriate to the students' level and there were plenty of examples of clarification of new language and checking of meaning.

T20 Inspectors saw detailed student profiles and learning objectives were bespoke to the needs of individual students. Topics and materials were selected in collaboration with students and appropriate to age and level. All teachers seen demonstrated sensitivity to learners' pace of learning and their need for further practice. Good provision was made for students with specific learning needs.

T21 Learning outcomes were relevant and in all segments were presented to students on either a flipchart, a whiteboard or a laptop. They were consistently checked and reviewed throughout the lesson.

Learning outcomes were clearly relevant to the student and often linked to activities the student would undertake outside of the classroom.

T22 Teachers displayed a good range of techniques, and, in particular, made extensive use of elicitation and focused questioning as appropriate to one-to-one teaching. In all segments, inspectors saw regular checking of understanding, the use of gesture and mime, prompting, and concept checking.

T23 In the majority of segments, teachers controlled the learning environment effectively by appropriate seating arrangements. A range of teaching resources was utilised such as flip charts, laptops, whiteboards, handouts and realia. Teachers also allowed time for students to work quietly and uninterrupted.

T24 Teachers used positive reinforcement and praise and paid good attention to student errors. Most teachers handled feedback positively and demonstrated consistent and on-the-spot error correction as well as encouraging students to self-correct.

T25 All teachers observed created opportunities for students to demonstrate their ability to use recently learned language. There was frequent reference made to work covered in previous lessons and constant reference to students' own situations and experience. Lessons included reflection activities, and tasks were short where appropriate to allow successful completion and confidence building.

T26 All teachers created a very positive learning atmosphere and had clearly built a rapport with their students even though, for some students, it was their first day with the teacher. Students seemed relaxed and comfortable and teachers listened and responded naturally to students' comments and queries. Where appropriate teachers used humour to build a positive and relaxed environment in which students' confidence could flourish. All teachers demonstrated good voice projection and energy, and varied the mode and pace during the lesson, as appropriate to the task, the age, and level of the students.

#### Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Strength
W3 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Strength
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met
W5 Students receive advice on relevant aspects of travel to and life in the UK.	Strength
W6 Students have access to adequate health care provision.	Met

#### Comments



W1 There is a comprehensive emergency plan which is well presented and logically organised. The plan is made known to all staff and teachers provide sensitive guidance to students on keeping safe, and procedures to follow in the event of an emergency.

W2 Pastoral care is central to the ethos of the school. Students receive a wealth of information in this area in advance of their arrival and a telephone call on their second day from their course manager, which includes a pastoral focus. Guidance on pastoral issues is also available on the teacher portal.

W3 Well-expressed and clearly presented policies and information on diversity and bullying are widely available. Student codes of conduct feature what is unacceptable behaviour and the possible consequences thereof.

W5 Students receive personalised information about travel to their homestay. All students are strongly encouraged to book a transfer arranged by the school and adults who chose to make their own way to the UK are met on arrival at the nearest station. Advice on life in the UK is very well covered in the separate student handbooks for adults, students aged 14–17, and 10–13 years.

<b>Accommodation</b> (W7–W18 as applicable)	<b>Area of strength</b>
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Met
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

#### **Comments**

W7 The teachers' homes visited during the inspection were of a very high standard and all students commented positively about their hosts. Teachers demonstrated a good awareness of their students' needs and interests, and it was clear they had been carefully matched.

W10 Students receive detailed personalised information about their hosts including a pen portrait of the 'family', photos and additional information about the local area. The course manager and home tuition teacher have a video or phone call with the student before their arrival.

W12 All teacher hosts receive clearly presented confirmations with every new booking. The teacher portal also contains guidance on hosting and codes of conduct, in addition to full terms and conditions.

W13 Students reported very favourably about the meals provided during their stay and it was clear that hosts went out of their way to ensure they offered a well-balanced, varied and appetising menu.

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

#### **Comments**

All criteria in this subsection are fully met.

<i>Accommodation: other</i>	
W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

#### **Comments**

Only accommodation in the teacher's home is offered.

<b>Leisure opportunities</b>	<b>Met</b>
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W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Met
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

## Comments

W19 Teachers' home files include leaflets and flyers on a wide range of activities within the local area and further afield. Assistance with booking tickets or transport is provided should students wish to travel outside the immediate area.

W20 A wide variety of activities is available. Teachers consult with students on their first day to plan a varied and interesting weekly programme based on their particular interests. Students commented very favourably on this aspect of their programme.

## Safeguarding under 18s

Safeguarding under 18s	Area of strength
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Strength
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Strength
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Strength
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

## Comments

During the period of the inspection, 10 students aged under 18 were enrolled on courses. Seven were home tuition students and three were online students. This figure rises to 25 students during the peak period.

S1 The safeguarding policy is comprehensive and very clearly organised and presented. It shows evidence of expert input and is supported by relevant practical documents including codes of conduct.

S2 All home tuition teachers receive annual training from an outside expert and any updates to the policy are flagged on the teacher portal. Information for students is provided in the handbook and the home files.

S5 Arrangements for the supervision and safety of students during lessons and activities are robust. Attendance is carefully monitored and suitable activities planned for all age groups. Additional home-based activities are planned for students under the age of 14.

## Declaration of legal and regulatory compliance

D1 The organisation certifies that it operates at all times in accordance with the declarations in the *Declaration of legal and regulatory compliance*.

The Accreditation Scheme requires accredited providers to comply with all applicable laws and regulations. Providers must take steps to ensure that they are aware of, and comply with, all existing and new legal requirements.

On initial application and annual renewal of accreditation, providers are required to confirm that they are complying with all applicable laws and regulations.

Inspectors will check a random sample of items during inspection, in relation to criterion D1; if they find evidence of a breach of statutory or other legal requirements, the provider will be required to submit evidence of compliance confirmed by the appropriate regulatory body.

Any breach of the law or regulations will be viewed seriously by the Scheme and may result in the withdrawal or withholding of accreditation.

Any sustained breach of the law or regulations which an accredited provider fails upon reasonable notice to remedy will result in accreditation being withdrawn.

## Comments

D1 The items sampled were satisfactory.

## Organisation profile

Inspection history	Dates/details
First inspection	2008
Last full inspection	November 2021
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	Spanish Home Tuition in Spain
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a
Other accreditation/inspection	N/a

## Premises profile

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

## Student profile

	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week (for home tuition)
Full-time ELT (15+ hours per week) 18 years and over	5	1
Full-time ELT (15+ hours per week) aged 16–17 years	1	8
Full-time ELT (15+ hours per week) aged under 16	6	17
Part-time ELT aged 18 years and over	5 (online)	0
Part-time ELT aged 16–17 years	2 (online)	0
Part-time ELT aged under 16 years	1 (online)	0
<b>Overall total</b> ELT/ESOL students shown above	<b>20 (12 HT + 8 online)</b>	<b>26</b>
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	35–55	35–55
Adult programmes: typical length of stay	2 weeks	2 weeks
Adult programmes: predominant nationalities	Italian, French, German	Italian, French, German
Junior programmes: advertised minimum age	10	10
Junior programmes: advertised maximum age	17	17
Junior programmes: typical length of stay	2 weeks	2 weeks
Junior programmes: predominant nationalities	Chinese, German, French	Spanish, Italian, French

## Staff profile

	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	12 (HT) + 3 (OT)	30
Number teaching ELT 20 hours and over a week	4 HT	
Number teaching ELT under 19 hours a week	8 (HT) + 3 (OT)	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	5	

**Academic manager qualifications profile**

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

**Comments**

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

**Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	4
TEFLI qualification	11
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	15

**Comments**

None.

**Accommodation profile**

Number of students in each at the time of inspection (all students on eligible courses)		
Types of accommodation	Adults	Under 18s
<i>Arranged by provider/agency</i>		
Homestay	N/a	N/a
Private home	N/a	N/a
Home tuition	5 (HT)	7 (HT)
Residential	N/a	N/a
Hotel/guesthouse	N/a	Na
Independent self-catering e.g. flats, bedsits, student houses	N/a	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family (online students)	5 (OT)	3 (OT)
Staying in privately rented rooms/flats	N/a	N/a
Overall totals adults/under 18s	10	10
Overall total adults + under 18s	20	