

Organisation name	London House School of English, Westgate-on-Sea
Inspection date	26–27 March 2019

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

Recommendation
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in M9, M10, W2, W11, S1 and S4 have been addressed. The required evidence was subsequently submitted.

Summary statement
<p>The British Council inspected and accredited London House School of English in March 2019. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p> <p>This private language school offers courses in general English for adults (18+), young people (16+) and under 18s (12–17); for closed groups of young people (16+) and under 18s (12–17).</p> <p>Strengths were noted in the area of leisure opportunities.</p> <p>The inspection report noted a need for improvement in the area of staff management.</p> <p>The inspection report stated that the organisation met the standards of the Scheme.</p>

Introduction

London House School of English (LHSE) is a family-run organisation. There have been no major changes since the last inspection. The school continues to specialise in week-long courses for closed groups of under 18s.

The inspection was conducted by two inspectors over two days. Meetings were held with the two owners who take an active role in the management and administration of the school, the principal, the academic co-ordinator, the social co-ordinator, the homestay co-ordinator and the accounts manager. There were focus group meetings with the students, teachers, social assistants and group leaders. All teachers timetabled during the inspection were observed and one inspector visited three homestays.

Address of main site/head office

63–65 Westgate Bay Avenue, Westgate-on-Sea, Kent CT8 8SW

Description of sites visited

The school is located adjacent to parks in the residential area of Westgate-on-Sea, within a few minutes' walk of the railway station in one direction and the beach in the other. The premises comprise two interconnected three-storey period houses. There are three offices (two are on the ground floor and include a reception area), a staffroom with adjoining kitchen, and a group leaders' room. For students there are three lounges (one with adjoining kitchen), three computer rooms and 14 classrooms. There is an additional room in the garden that can be used as a classroom in the summer or as social space. There are gardens in front of and behind the houses.

Opposite the school there is a church (United Reform Church, Westgate Bay Avenue, Westgate-on-Sea, Kent CT8 8SN), the adjoining hall of which is used regularly by LHSE for induction meetings and social activities.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults (18+)	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for specific purposes (includes English for Executives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

The school offers courses for adults, young adults and juniors throughout the year. However, only three adults have been enrolled in the previous 12 months; they were all aged 18 and came as part of a group of juniors/young adults. Most students are aged between 12 and 17. They typically come in groups accompanied by group leaders, for a week-long programme of English lessons, trips and activities, with accommodation in homestays. During the summer a few students are enrolled individually. Wherever possible the different groups are integrated in class and for parts of the leisure programme; occasionally students are taught as a closed group, and they often take part in trips and afternoon activities specifically organised for their group. A standard programme consists of 17.5 hours of morning classes. Students can opt for a further seven hours of afternoon classes but none were running at the time of the inspection. One-to-one courses are offered but only one has been run recently.

Management profile

There are two tiers of management: the first comprises the two owners of the school and the principal; the second tier is made up of the three co-ordinators: the homestay co-ordinator, the academic co-ordinator and the social co-ordinator. In turn, the co-ordinators manage the homestay hosts, the teachers and the social assistants.

Accommodation profile

The school offers accommodation in homestays in the local area within 30 minutes' walk of the school, and it is the school's policy to place any younger students (12 and 13 years) as close to the school as possible. The three

homestays selected by the inspector for visits included two individual houses and one apartment. All three are within easy walking distance of the school (15 – 20 minutes). Students from the same group were housed together at their request, despite being of the same mother tongue. One host was accommodating two students in a twin room and a further third student from the group in a single room. The other homestays were each accommodating two students in twin rooms. All students were under 18.

Summary of inspection findings

Management

The provision meets the section standard. Overall, the management of the provision operates for the benefit of the students, in accordance with its stated goals and values. There are appropriate quality assurance policies; however, policies are not always implemented in full. A number of weaknesses in publicity were addressed at the time of the inspection but there are still some outstanding points to be addressed. *Staff management* is an area in need of improvement.

Premises and resources

The provision meets the section standard. Overall, the premises and grounds provide students and staff with a comfortable and professional environment. Some classrooms are cramped but the provision for relaxation within the school is good. A range of learning resources is available, appropriate to the age and needs of the students. Guidance is provided on the use of these resources for students and staff.

Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile in terms of qualifications, experience and continuing professional development, appropriate to the programmes being run. Teachers receive good guidance to ensure that they support students in their learning. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Overall, the needs of the students for security, pastoral care, and information are well met, although a major incident plan needs to be produced. Students benefit from well-managed student services and suitable accommodation; however, the monitoring of homestay accommodation is not sufficiently rigorous. The leisure programme provides activities suited to the needs and interests of the students; it is well managed and resourced. *Leisure opportunities* is an area of strength.

Safeguarding under 18s

The provision meets the section standard. Overall, there is appropriate provision for the safeguarding of students under the age of 18 within the school, in leisure activities and in their accommodation. However, there are weaknesses in the safeguarding policy and procedures. The DSL is not named in documentation. Although the safer recruitment policies are generally appropriate, they are not followed in all cases; the checking and updating of documentation for employees and hosts needs to be more rigorous.

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.	Met
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Met
M3 There is a documented and clearly understood structure for the ELT operation. There are sufficient staff to manage and deliver the provision, and to ensure continuity at all times.	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.	Met
M5 The provider regularly obtains and records feedback from students on all the services offered. Feedback is circulated to relevant staff and appropriate action is taken and recorded.	Not met

M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Not 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.	Met

Comments

M5 Initial and end-of-course feedback is gathered from students and group leaders. The feedback is seen by relevant members of staff and there is evidence that action is taken as appropriate. However, there are currently no systems in place to ensure that any action taken is systematically recorded.

M6 Staff reported that they have an opportunity to give feedback to managers, for example in meetings, and that their views are valued. A suggestions box has recently been put in the staffroom. However, there are no formal methods for seeking feedback from staff; any action taken as a result of feedback has not been systematically recorded.

Staff management and development	Need for improvement
M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Not met
M10 There are effective procedures for the recruitment and selection of all staff.	Not met
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, and for handling unsatisfactory performance or conduct. These procedures are made known to all staff.	Not met
M13 There are effective procedures to ensure the continuing professional development of all staff to meet the needs of the individual, the students and the organisation.	Met

Comments

M9 Job descriptions are up to date and for the co-ordinators they are person specific. However, the responsibilities of the designated safeguarding lead (DSL) are not made clear in her job description. The safeguarding responsibilities of other members of staff are not specified in their job descriptions; descriptions do not include, for example, how the DSL's role is covered in her absence.

M10 Although references have been requested, not all recently recruited staff have two references on file. Some references obtained do not comment on the candidates' suitability to work with children.

M12 There are no appropriate formally stated procedures for monitoring and appraising staff and, with the exception of some observation records for teachers, no records of monitoring and appraisal for any member of staff.

Student administration	Met
M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met

Comments

M14 Customer service is delivered to a very high standard. Feedback from students and group leaders confirm that staff are always approachable, caring and responsive.

M15 The communication of information and advice is managed very well. Feedback from students and group leaders provides evidence of a high standard of service: group leaders commented on the helpfulness of staff and their willingness to be flexible if needed.

Publicity	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Not met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Not met
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Met

Comments

The website is the main medium of publicity. There is a 'brochure', consisting mostly of photographs, which is used as marketing material; the brochure is also available on the website. Some limited use is made of social media.

M22 Overall, the publicity gives rise to realistic expectations about the premises, courses and resources, and age of the students. However, it is not made explicit that the majority of students are school children who come in groups for one-week programmes which are often bespoke, and that individually enrolled students are very much in the minority.

M24 Information about the minimum enrolment age of the students was not easily accessible. Information about the maximum class size was inconsistent. These weaknesses were rectified during the inspection and are no longer points to be addressed.

M25 Costs of the leisure programme were not clear for students on junior courses; the implication was that an inclusive leisure programme, including trips, was not automatically provided for individually enrolled junior students. For adult students, an indication of leisure programme costs was not given. This information was changed during the inspection and this is no longer a point to be addressed.

M26 Overall, the level of care is described well. It would be helpful to note the additional support available to individually enrolled students who do not have their own accompanying group leader.

M27 Throughout the website (and in all documentation) homestay hosts are referred to as 'families'. This is potentially misleading as a number of hosts are single people. Some of the wording was changed on the website during the time of the inspection but further changes are needed.

M28 In the brochure (available on the website) teachers were described as 'experienced'; however, some of the teachers have only recently gained an initial qualification and have very little experience. The wording was changed during the inspection and this is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Not met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Strength
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Strength
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met

Comments

P2 Although the furniture in the classrooms is arranged so that all students have ample work space and can see the whiteboard, in some rooms it is difficult for students to see the computer screen located on a table in the corner of

the room. The furniture is bulky; flexibility of layout is not possible, movement around the classroom by students is difficult and in some rooms it is not possible for teachers to move around the class in order to monitor students.

P3 The provision for relaxation during breaks and lunchtime is very good. There are three student lounges and spacious gardens.

P4 The provision is good. Students are provided with a packed lunch, or have a choice of sandwiches, salads and fruit ordered in advance from a nearby café.

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

Comments

P8 The provision is very good. There is a wide range of resources appropriate for the courses on offer and organised in such a way that it is easy for new teachers to find what they need. Resources are available for preparation for trips, and for project work.

Teaching and learning

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

Comments

T1 Two teachers do not have Level 6 qualifications. Rationales were provided and accepted within the context of this inspection. One teacher has many years of relevant life experience, including working with students of this age group. The second teacher has relevant post-school learning and qualifications, including one year of university-level study.

T2 One teacher does not have an ELT qualification. A rationale was provided and accepted within the context of this inspection. He has a PGCE and is QTS, qualified to teach science, with experience of teaching English on short vacation courses.

Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength

T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met
Comments	
T6 Most students come as part of a group for one week but, where possible, groups are integrated so there is a nationality mix and students have the same teacher throughout the week. Occasionally, as was the case during the week of the inspection, the individual leisure programmes of the different groups results in some students being absent from some classes on certain days. This has implications for the course design. See T11.	
T7 On one day of the inspection a teacher was absent; his lesson was effectively covered by the academic co-ordinator.	
T9 The arrangements for guidance and support are very effective. Teachers commented on how the academic co-ordinator is always available for day-to-day assistance with planning lessons and selecting materials.	

Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	Strength
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

Comments	
T11 Good guidance is provided to enable teachers to plan an integrated week's work which meets the needs and interests of the students. However, during the week of the inspection, planning a coherent scheme of work was difficult in some classes where some of the students were absent from some lessons because of their group's bespoke leisure programme.	
T13 This criterion is met overall. A scheme of work for the week is displayed on the classroom wall. However, it is not in easily accessible language, especially for younger and lower level students.	
T14 Courses are well designed in order to integrate out-of-class activities; for example, trips are prepared for in class and include activities that encourage language acquisition and use. A visit to a local secondary school is offered where students take part in a lesson with pupils of the same age.	

Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	N/a

Comments	
T20 Exam preparation and advice can be offered but for most students this criterion is not applicable.	

Classroom observation record

Number of teachers seen	13
Number of observations	13
Parts of programme(s) observed	Morning lessons at a range of levels.

Comments

During the inspection visit no lessons were taking place in the afternoon. All teachers were observed. The teacher who had been absent on the first day of the inspection was observed the second day.

Teaching: classroom observation	
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met
T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Strength
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	Met
T29 Lessons include activities to evaluate whether learning is taking place.	Met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

Comments

T23 All teachers produced accurate models but in weaker segments there was little evidence of knowledge about phonological systems or an awareness of potential L1 interference.
 T24 Lesson content was appropriate; the students' age, needs and interests, the length of the course and the need to prepare for the out-of-class activities were taken into account.
 T25 The week's aims were posted on the classroom board. However, more could have been done within the lesson to make the learning objectives and their achievement better known to students.
 T26 Lessons contained a wide range of techniques, appropriate to the achievement of stated learning objectives. There were good examples of techniques to encourage learner interaction.
 T27 Classroom and resource management was generally effective, although the size and furniture layout of some classrooms limited the teachers' use of the space and the technology.
 T28 Teachers monitored well and gave praise and encouragement. However, little feedback was given on the students' language production, especially on their pronunciation. Inaccurate language was accepted from students.
 T29 Most activities were task-based, demonstrating the students' ability to use the language being taught.
 T30 The lesson content and the chosen activities encouraged student participation and engagement in all classes. Students were clearly enjoying their lessons.

Classroom observation summary

The teaching observed met the requirements of the Scheme; it ranged from good to just below standard, with most teaching being satisfactory or better. Teachers delivered well-staged lessons with appropriate content and activities to ensure that students were actively engaged at all times. More attention needs to be paid to identifying students' difficulties with the language and to the use of effective strategies for error correction, especially of spoken language.

Welfare and student services

Care of students	
W1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Met
W2 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Not met
W3 Students receive pastoral care appropriate to their age, background and circumstances. All staff and students know the name(s) of the person or people who deal with students' personal problems.	Met
W4 There are policies to promote tolerance and respect, and procedures for dealing with any abusive behaviour. All staff and students are aware of these.	Met

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

Comments

W2 The school does not currently have a major incident plan but the owner has agreed to write a comprehensive document which will be disseminated to all relevant stakeholders.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Not met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments

W11 The recently employed part-time accommodation co-ordinator has introduced a spreadsheet system to record and check all homestay documentation but there remain gaps in several areas, including gas safety checks. Not all hosts have been visited within the last two years.

W14 The homestay handbook is very thorough, clearly expressed and accessible to all hosts.

<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	Met
W17 Homestay hosts do not accommodate more than one student with the same language, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	Met
W19 English is the language of communication within the homestay home.	Met
W20 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments

All criteria in this area are fully met.

<i>Accommodation: other</i>	
W21 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	N/a
W22 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

None.

Leisure opportunities	Area of strength
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength

W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

W23 Information about leisure opportunities is conveyed well. The school responds to individual requests in the design of the leisure programme and information on local events and activities is promoted both in the classroom and available via noticeboards.

W24 There is a comprehensive and varied leisure programme (often bespoke to each group) that includes full and half day excursions to areas of particular interest, local features such as beach activities in good weather and/or sports programmes, as well as evening activities in the school or with homestay hosts. There are strong links with the local community and the school participates in several local events.

W25 Activities are well resourced and staffed by teachers and trained social assistants. All activity leaders receive an excursion pack with full details of routes, areas of note, quizzes or handouts for students. Activities are often linked to lesson content.

Safeguarding under 18s

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

Comments

All of the students enrolled during the week of the inspection were aged 12–17 years. This is mainly consistent with enrolment throughout the year but on occasions the school accepts students aged 18 as part of a group. Courses for adult individuals are advertised on the website but very rarely booked.

S1 The responsibilities of the DSL are not made clear in her job description and insufficient exposure is given to her role in posters, handbooks and general documentation. The policy for deferred suitability checks is not clear, and cover for all staff with safeguarding (and welfare) duties is not included in all job descriptions. There is currently no guidance for adult students who come into contact with under 18s.

S4 The safer recruitment policy is not entirely satisfactory and it is not always adhered to. Full references are not on file for all teaching and administration staff, homestay providers and leisure assistants. Homestay provider documents are also incomplete in relation to initial suitability checks and updates. Suitability checks are also incomplete for a member of maintenance staff working at the school.

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	1987
Last full inspection	October 2015
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

Private sector

Date of foundation	1965
Ownership	Name of company: London House School of English Ltd. Company number: 07118649
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)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	3
Full-time ELT (15+ hours per week) aged 16–17 years	9	52
Full-time ELT (15+ hours per week) aged under 16	148	133
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	157	188
Junior programmes: advertised minimum age	12	12
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Spanish, Italian	Spanish, Italian, German
Adult programmes: advertised minimum age	18	18
Adult programmes: typical age range	N/a	18 only

Adult programmes: typical length of stay	N/a	1 week
Adult programmes: predominant nationalities	N/a	Spanish

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	13	17
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 19 hours a week	13	
Number of academic managers for eligible ELT courses	2	2
Number of management (non-academic) and administrative staff working on eligible ELT courses	4	
Total number of support staff	4	

Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	2
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	2
Comments	
The academic management team includes the principal and the academic co-ordinator.	

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	11
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	13
Comments	
The teacher requiring a rationale has a PGCE/QTS in science.	

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	0	157
Private home	0	0
Home tuition	0	0
Residential	0	0
Hotel/guesthouse	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	157
Overall total adults + under 18s	157	

