Inspection report

Organisation name	London Language Foundation
Inspection date	30 June – 1 July 2015 and 5 April 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 *Declaration of legal and regulatory compliance*.	☒	☐
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.	☒	☐
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.	☒	☐
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.	☒	☐

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.	☐	☒	☐

Recommendation

We recommend accreditation with a spot check in the first 18 months. However, evidence should be submitted within six months to demonstrate that a full risk assessment of the premises has been conducted.

Summary statement

The British Council inspected and accredited London Language Foundation in April 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 school offers courses in general English for adults (18+) and for closed groups of under 18s (16+).

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

Organisation profile

Inspection history	Dates/details
First inspection	30 June – 1 July 2015
Last full inspection	N/a
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	5 April 2016
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Not 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	Registered on 7 April 2014 at Companies House as a not-for-profit company, limited by guarantee.
Ownership	Company number 8983496; single director/member.
Other accreditation/inspection	N/a

Premises profile

Address of main site	The London Language Foundation 602 Commercial Road Limehouse Lock London E14 7HS
Details of any additional sites in use at the time of the inspection	N/a
Details of any additional sites not in use at the time of the inspection	N/a
Profile of sites visited	The London Language Foundation (LLF) uses rooms and offices in Brit College, which is located close to Limehouse Lock in the Docklands area of London. Brit College offers recognised qualifications in business studies and has been located at the current site for ten years. All rooms are situated on the ground floor and the school has a small office close to the college's main reception area. The school has access to sufficient classrooms based on current student numbers and teachers have a small work room. Brit College offers courses for just thirty weeks a year and so the school can use up to six classrooms during the summer. The school's students also have access to a computer room and the college's canteen.

Student profile	At inspection (June 2015)	At inspection (April 2016)	In peak week September (organisation's estimate)
Of all international students, approximate percentage on ELT/ESOL courses	100%	100%	100%
ELT/ESOL students (eligible courses)			In peak week
Full-time ELT (15+ hours per week) 18 years and over	1	0	50
Full-time ELT (15+ hours per week) aged 16–17 years	0	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0	0
Part-time ELT aged 18 years and over	24	12	40
Part-time ELT aged 16–17 years	0	0	15
Part-time ELT aged under 16 years	0	0	0
Overall total of ELT/ESOL students shown above	25	12	105
Minimum age	18	18	18
Typical age range	25–30	25–30	25–30

Typical length of stay	4 weeks	4 weeks	4 weeks
Predominant nationalities	Spanish, Italian, Brazilian	Spanish, Italian, Brazilian	Spanish, Italian, Brazilian
Number on PBS Tier 4 General student visas	0	0	0
Number on PBS Tier 4 child visas	0	0	0
Number on student visitor visas	0	0	0
Number on child visitor visas	0	0	0

Academic staff qualifications to teach ELT/TESOL

Profile in week of inspection	
Professional qualifications	Total number of teachers
Diploma-level ELT/TESOL qualification (TEFLQ)	0
Certificate-level ELT/TESOL qualification (TEFLI)	4 (2 at supplementary)
Holding specialist qualifications only (specify)	0
YL initiated	0
Qualified teacher status only (QTS)	0
Rationale(s) required for teachers without appropriate ELT/TESOL qualifications	0
Total	4

These figures exclude the academic manager.

Comments

The principal and director of studies (PDoS) is not timetabled to teach.

Course profile

Eligible activities	**Year round**		**Vacation**		**Other - N/a**	
	Run	Seen	Run	Seen	Run	Seen
General ELT for adults	☒	☒	☐	☐	☐	☐
General ELT for juniors (under 18)	☐	☐	☐	☐	☐	☐
English for academic purposes (excludes IELTS preparation)	☐	☐	☐	☐	☐	☐
English for specific purposes (includes English for Executives)	☐	☐	☐	☐	☐	☐
Teacher development (excludes award-bearing courses)	☐	☐	☐	☐	☐	☐
ESOL skills for life/for citizenship	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐

Comments

There is a General English course which runs for three hours every weekday morning. Students are allowed to enrol on any number of these sessions and are required to cover the content of any missed classes in their own time. A similar general English course is organised along the same lines during the early evening but consists of two hours a day from Monday to Thursday. There is an afternoon IELTS course which runs for two hours every day. Enrolment and attendance conditions are the same as for the general English programme.

One-to-one classes are organised on request but form only a small part of the total provision.

Accommodation profile

Number of students in each at the time of inspection (all ELT/ESOL students)		
Types of accommodation	Adults	Under 18s
Arranged by provider/agency		
Homestay	0	0
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
Arranged by student/family/guardian		
Staying with own family	0 (1 at supplementary)	0
Staying in privately rented rooms/flats	25 (11 at supplementary)	0
Overall totals adults / under 18s	25 (12 at supplementary)	0
Overall total adults + under 18s	25 (12 at supplementary)	

Introduction

The London Language Foundation (LLF) is a not-for-profit organisation limited by guarantee. LLF was founded in April 2014 and started offering classes at the Brit College in June 2014. Many of its students live locally and some may also be in full or part-time work. The school's aim is to offer courses which attract both students locally and from overseas. The governors and school's owners understand that it might require several years to build up student numbers. In the longer term, Brit College would be pleased to allow LLF to take over the whole premises. Currently the school is a registered examination centre for external examinations in spoken English and hopes to offer teacher training courses in the future as well as ESP courses. LLF plans to accept 16 and 17 year-olds in closed groups only, or if accompanied by an adult family member who is also studying at LLF.

The initial inspection in June/July 2015 took place over one and a half days. There were interviews with the principal, the head of marketing (who acts as deputy principal), the registrar and the course leader (who deputised for the director of studies) and the administration and recruitment officer. There were focus groups with the teachers and with both the morning and evening students.

The supplementary inspection in April 2016 took place on one day. There were interviews with: the principal and director of studies (PDoS), who had been appointed in September 2015; the director, who had been the principal in 2015; the administration and student recruitment officer (ASRO); and the administration and student welfare officer (ASWO). There was a focus group with the students and a meeting with the teacher who was working on the day of the visit.

Management

Legal and statutory regulations

Criteria	See comments
M1 Declaration of compliance	☒

Comments
M1 The items sampled were satisfactory.

Staff management

Criteria	Not met	Met	Strength	See comments	N/a
M2 Management structure	☐	☒	☐	☒	☐
M3 Duties specified	☒	☐	N/a	☒	
M4 Communication channels	☐	☒	☐	☒	☐
M5 Human resources policies	☐	☒	☐	☒	
M6 Qualifications verified	☐	☒	N/a	☒	☐
M7 Induction procedures	☐	☒	☐	☒	
M8 Monitoring staff performance	☐	☒	☐	☒	
M9 Professional development	☐	☒	☐	☒	

Comments

M2 There is a clear structure of management. All management and administrative positions are part-time. The PDoS comes into the school three days a week and is available by phone and email at other times. The director is usually in at least two days a week and is able to liaise with the PDoS and other staff. The two administration officers (ASRO and ASWO) cover all five days between them. Reception staff from Brit College are available throughout the week. This arrangement is appropriate for the current level of operation.
M3 Job descriptions are not available for all positions and those that do exist are brief and do not reflect all the roles and responsibilities. They are also undated and unsigned.
M4 There is a range of regular formal and informal meetings which ensures communication throughout the school. The location of all the administrative staff in one office means that there is ongoing communication. Minutes of regular formal meetings generate action points which are followed through and recorded. In addition, minutes of meetings by the school's governors showed regular communication between the school's management and the board.
M5 There are clear policies and procedures for the recruitment and appointment of staff. Appointments are made subject to satisfactory interviews and appropriate qualifications. Checklists are used during interviews to record notes in a systematic way.
M6 Reasonable steps are taken to investigate the qualifications and experience of prospective employees. However, there was only limited evidence of the collection of references to confirm teachers' experience.
M7 All staff 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 professional issues.
M8 A formal appraisal system has been introduced and evidence was seen of completed appraisal forms for three members of staff. The staff handbook outlines the appraisal policy and disciplinary and capability procedures.
M9 All staff have been involved in external educational, welfare and health and safety training courses and are encouraged to keep a log of any sessions they have attended. Internal training has also taken place.

Student administration

Criteria	Not met	Met	Strength	See comments	N/a
M10 Administrative staff and resources	☐	☒	☐	☒	
M11 Information on course choice	☐	☒	☐	☐	
M12 Enrolment procedures	☐	☒	☐	☐	
M13 Student records	☐	☒	☐	☒	
M14 Student attendance policy	☐	☒	☐	☒	
M15 Conditions and procedures	☐	☒	☐	☒	

Comments

M10 Students commented positively about the helpfulness and friendliness of the staff. Reduced student numbers results in less pressure on resources although additional help may be hired during peak periods if required.
M13 Students have to provide all emergency contact details as part of enrolment and staff ensure that these are kept up to date. The information is accessible at all times to the ASWO who at the moment is the only person who has the emergency phone. The emergency phone is not shared on a rota basis.
M14 There are clear policies on attendance and punctuality, which are made known to all students during their induction. Students do not receive a certificate if their attendance is below 80 per cent. Samples of warning communications to students were noted on file. Records from paper registers are regularly entered into a database

and the administration officer telephones students if they are absent for more than three sessions. Special rules are in place for 16 and 17 year-olds if they are recruited in the future.
M15 Conditions under which a student may be asked to leave the course are given in the terms and conditions of enrolment. Staff were also aware of these rules.

Quality assurance

Criteria	Not met	Met	Strength	See comments	N/a
M16 Action plan	☐	☐	N/a	☐	☒
M17 Continuing improvement	☐	☒	☐	☒	
M18 Student feedback and action	☒	☐	☐	☒	☐
M19 Staff feedback and action	☐	☒	☐	☒	
M20 Complaints	☐	☒	☐	☒	☐

Comments

M17 The school had carried out a full self-evaluation using the Accreditation Scheme's criteria before both the 2015 inspection and the supplementary inspection. In addition, the principal reviews the school's development for the governing body. Reports of action taken as a result of these processes were noted.
M18 A student feedback form is administered in the first week and again at the end of the student's course. It is often not clear whether the forms on file contain initial or final feedback as the same form is used for both occasions and it is often not dated. A space for action taken in response to points raised in the feedback form was not completed in the examples seen by the inspectors. The collation and dissemination of feedback is very limited.
M19 Staff are informally asked for feedback during meetings. Staff comments had on occasion been recorded in the complaint files and there were records of action taken.
M20 There is a complaints procedure given to students in writing and in accessible English. Recent issues had been dealt with in a systematic way and recorded in writing.

Publicity

Criteria	Not met	Met	Strength	See comments	N/a
M21 Accessible accurate language	☐	☒	☐	☒	
M22 Realistic expectations	☐	☒	☐	☐	
M23 Course description	☐	☒	☐	☐	
M24 Course information	☒	☐	N/a	☒	
M25 Cost	☐	☒	☐	☒	
M26 Accommodation	☐	☒	☐	☐	☐
M27 Leisure programme	☐	☒	☐	☐	☐
M28 Staff qualifications	☐	☒	N/a	☐	☐
M29 Accreditation	☐	☐	N/a	☐	☒

Comments

The publicity consists of a website (including links to social media).
M21 The publicity is generally clear and accessible. However, one or two errors of spelling and sentence formation were noted.
M24 Most of the required information for this criterion is given. However, the number of taught hours is not specifically given, as courses are described as 6, 9, 15 hours with "a short break of 10 minutes", so they are in fact 5h 40m, 8h 30m, and 14h 10m.
M25 The approximate cost of course related fees for the IELTS examination is not given.

Management summary

The provision meets the section standard. The management and administration systems operate to the benefit of students and staff, and in accordance with school publicity. Communication is satisfactory and attention is given to ensure that staff are informed, share ideas and are given opportunities for professional development. The administration of students is client-focused and effective. Quality assurance procedures for gathering and acting on feedback require some further development.

Resources and environment

Premises and facilities

Criteria	Not met	Met	Strength	See comments	N/a
R1 Adequate space	☐	☒	☐	☐	
R2 Condition of premises	☐	☒	☐	☐	
R3 Classrooms and learning areas	☐	☒	☐	☒	
R4 Student relaxation facilities	☐	☒	☐	☒	☐
R5 Signage and display	☐	☒	☐	☒	☐
R6 Staff room(s)	☐	☒	☐	☒	☐

Comments

R3 The classrooms are comfortable and all contain sufficient space to allow students to store their things and see, hear and write in comfort. Teachers can easily adopt different layouts as required.
R4 Students can bring their own packed lunch from home if they wish and store it in Brit College's canteen. From September to the end of June, they can also purchase snacks and soft drinks at reasonable prices. There are cafes and shops within easy access of the school.
R5 The school's signage is clear. Classrooms and common areas have a range of board displays, which provide useful educational and administrative information.
R6 There is a small teachers' room with a computer for staff use as well as a copier. Staff also have access to Brit College's facilities if they wish.

Learning resources

Criteria	Not met	Met	Strength	See comments	N/a
R7 Learning materials	☐	☒	☐	☒	
R8 Resources for teachers	☐	☒	☐	☒	
R9 Educational technology	☐	☒	☐	☒	
R10 Self-access facilities	☐	☐	☐	☐	☒
R11 Library/self-access guidance	☐	☐	☐	☐	☒
R12 Review and development	☐	☒	☐	☒	

Comments

R7 The main courses are delivered through coursebooks, which are included in course fees. All related coursebook materials such as teachers' books and audio/video recordings are purchased as required.
R8 Currently there is an adequate supply of supplementary printed materials and background books for teachers. There are facilities for the production and reproduction of materials and teachers have routine access to the internet for the sourcing of appropriate materials as required.
R9 All classrooms have a computer and digital projector. WiFi is available as required. Teachers used classroom equipment successfully during lesson observations.
R12 Teachers are asked to provide feedback on the resources they use and make recommendations for further acquisitions.

Resources and environment summary

The provision meets the section standard. The school's general environment supports the studies of students and the work of staff. Classrooms are of a reasonable size, students and teachers have access to up-to-date technology and receive appropriate training and support. Learning resources are all coursebook based and related additional resources for teachers are available.

Teaching and learning

Academic staff profile

Criteria	Not met	Met	Strength	See comments	N/a
T1 General education (and rationales)	☐	☒	N/a	☐	
T2 ELT/TESOL teacher qualifications	☐	☒	☐	☐	
T3 Rationales for teachers	☐	☐	N/a	☐	☒
T4 Profile of academic manager(s)	☐	☒	☐	☒	☐
T5 Rationale for academic manager(s)	☐	☒	N/a	☐	☐

Comments

T4 The PDoS is the academic manager and has been in post since September 2015. He has considerable experience in ELT in the private and state sectors in both the UK and abroad. He is TEFLQ.

Academic management

Criteria	Not met	Met	Strength	See comments	N/a
T6 Deployment of teachers	☐	☒	☐	☒	☐
T7 Timetabling	☐	☒	☐	☒	
T8 Cover for absent teachers	☐	☒	☐	☐	
T9 Continuous enrolment	☐	☒	☐	☒	☐
T10 Support for teachers	☐	☒	☒	☒	☐
T11 Observation and monitoring	☐	☒	☐	☒	☐

Comments

T6 There is a policy of matching teachers to classes and levels depending on their experience and interest. Deployment of teachers is also affected by student feedback and teachers may be asked to teach those classes where they have had successful track records.
T7 The decision to timetable one teacher for the whole course allows teachers flexibility in tailoring the course content to meet student needs.
T9 New students can start on any day of the week. As the coursebook is used in a linear way, students must cover any work they have missed in class. Teachers use a range of strategies for welcoming new students into class.
T10 The PDoS has introduced formalised arrangements to assist teachers in planning and delivering their courses and to provide guidance and support for teachers in their own professional development. Evidence of this was seen in the CPD logs kept by staff members.
T11 All teachers have been observed at least once by the PDoS, who is TEFLQ. Detailed notes are kept on each observation and are shared with the teacher. Action points are noted.

Course design and implementation

Criteria	Not met	Met	Strength	See comments	N/a
T12 Principled course structure	☐	☒	☐	☒	
T13 Review of course design	☐	☒	☐	☐	
T14 Course outlines	☐	☒	☐	☒	
T15 Study and learning strategies	☐	☒	☐	☒	
T16 Linguistic benefit from UK	☐	☒	☐	☒	

Comments

T12 Teachers use recently-published coursebooks, which ensures that materials and classroom methodology are mainly up to date. For each course there is a scheme of work which outlines a timed pathway through the book and highlights course objectives and appropriate learning outcomes. Teachers are free to supplement the book as required.
T14 In very general terms, courses follow the structure and sequence of the students' coursebooks although

teachers are allowed some flexibility depending on the requests of the students. Specific information on course content and intended learning outcomes is provided through the individual learning plans as well as the scheme of work.
T15 The PDoS has recently focused on ways of developing learner autonomy by holding a workshop on the subject and by pointing out how learning strategies can be included in the scheme of work and the individual learning plan. Nevertheless, there are missed opportunities in the design of courses to include study and learning strategies that support independent learning and help students to continue their learning after the course.
T16 There was some evidence in the schemes of work that courses included specific strategies to ensure that students can develop their language skills outside the classroom and benefit linguistically from their stay in the UK.

Learner management

Criteria	Not met	Met	Strength	See comments	N/a
T17 Placement and level	☐	☒	☐	☒	☐
T18 Monitoring students' progress	☐	☒	☒	☒	
T19 Examination guidance	☐	☒	☐	☐	☐
T20 Assessment criteria	☐	☐	☐	☐	☒
T21 Academic reports	☐	☒	☐	☐	
T22 Information on UK education	☐	☒	☐	☐	☐

Comments

T17 Students sit a formal written test and take part in a structured oral interview to establish their level of English.
T18 Students sit the regular progress tests provided in the coursebooks they follow. These may also include mock examination tests on the IELTS course. Scores are recorded and held on file. All students have a course review meeting with their teacher every four weeks.

Classroom observation record

Number of teachers seen	3
Number of observations	6 (plus 2 in 2016)
Parts of programme(s) observed	All, although a single one-to-one class was not observed.

Comments

The three teachers were observed by both inspectors at the 2015 inspection. One teacher, who had also been observed in the 2015 inspection, was observed by both inspectors in 2016.

Classroom observation

Criteria	Not met	Met	Strength	See comments	N/a
T23 Linguistic systems of English	☐	☒	☐	☒	
T24 Appropriate language	☐	☒	☐	☒	
T25 Planning content	☐	☒	☐	☒	
T26 Coherent and relevant activities	☐	☒	☐	☒	
T27 Classroom management	☐	☒	☒	☒	
T28 Teaching techniques	☐	☒	☐	☒	
T29 Student engagement	☐	☒	☐	☒	
T30 Sensitivity and learning atmosphere	☐	☒	☒	☒	

Comments

T23 Generally teachers demonstrated a sound knowledge of the linguistic systems of English and presented suitable models for the different class levels being taught.
T24 Teachers usually adapted their language to the level of the students and sometimes provided differentiated lesson content and activities. However, sometimes there was insufficient simplification of classroom instruction to help students understand.

T25 Lesson objectives were generally expressed clearly and met the needs of the students. There was an awareness of students' different learning needs although these could have been expressed more precisely. In addition, lesson content was sometimes a little easy or too difficult.
T26 Lessons progressed logically and moved smoothly between the different phases. Teachers' signposting of teaching phases in the best segments observed assisted learners in following the progress of the lesson. Schemes of work highlighted learning outcomes for each section of the coursebook and how these might be assessed. However, sometimes a loss of pace resulted in the lesson objectives becoming less clear.
T27 A selection of resources was used to facilitate learning. Whiteboards were generally used to good effect and some appropriate use of computer technology was noted. Pictures and small card prompts were used effectively to promote student interest and interaction.
T28 A range of appropriate teaching and learning techniques was used to achieve the course objectives. Teachers promoted student engagement through elicitation techniques, including mime and gesture. The most successful teaching used techniques to promote student interaction and the personalised use of new language. Sometimes, however, the meaning of new words was only explored through definition and insufficiently through use in context. All students would have benefited from more spoken practice of the new language and more work on accurate pronunciation. Although teachers always praised their students enthusiastically, there was insufficient correction and exploitation of student errors, particularly in the area of pronunciation.
T29 All teachers had an engaging classroom presence. Instructions were usually clear and time limits were often appropriately set for classroom activities. Teachers were skilful in grouping and re-grouping students for greater variety in student interaction. The more successful teachers prepared students well for tasks providing clear examples together with the appropriate pre-teaching of useful language. Sometimes teachers did not provide enough support during student group work.
T30 Class profiles revealed that generally teachers were aware of the individual needs of the students in their classes and demonstrated their sensitivity to students' cultural differences. There was a very positive atmosphere in the segments observed, which were also characterised by good humour and productive student interaction. Students in the focus group were positive about their teachers and clearly were enjoying their lessons and reported they were making progress and learning well.

Classroom observation summary

The teaching observed met the requirements of the Scheme. The teaching overall was satisfactory with the majority of segments seen being good. Teachers showed a sound knowledge of English and presented good models for students to follow. Lessons were planned and classroom activities were coherent and purposeful. Techniques were varied and appropriate, with a number of suitable resources being used to promote learning. However, sometimes definition was the only approach used with new vocabulary. More correction overall of students' errors would have increased learning. Teachers had a good presence in the classroom and generally managed their classes well. There was a positive learning atmosphere and students spoke enthusiastically about their teachers.

Teaching and learning summary

The provision meets the section standard. The academic manager is appropriately experienced and qualified. The teachers have appropriate qualifications and they are given sufficient support to ensure their teaching meets the needs of their students. Programmes of learning are managed for the benefit of students. The teaching observed met the requirements of the Scheme.

Welfare and student services

Care of students

Criteria	Not met	Met	Strength	See comments	N/a
W1 Safety and security onsite	☐	☒	☐	☒	
W2 Pastoral care	☐	☒	☐	☒	
W3 Personal problems	☐	☒	☐	☒	
W4 Dealing with abusive behaviour	☐	☒	☐	☒	
W5 Emergency contact number	☐	☒	N/a	☒	
W6 Transport and transfers	☐	☒	☐	☐	
W7 Advice	☐	☒	☐	☐	
W8 Medical and dental treatment	☐	☒	N/a	☒	

Comments
W1 The provision for safety and security is good. The reception area at the entrance is staffed at all times during the day and locked when the evening classes are running. Visitors are required to sign in and out. There is CCTV coverage of the external entrance, internal corridors and communal spaces. A thorough fire risk assessment has been conducted by a competent authority. Fire alarm tests and evacuation drills take place appropriately. The inspectors were told that general risk assessments of the premises have been carried out by external organisations on behalf of Brit College. However, the school could only provide limited evidence of these risk assessments and further evidence should be provided. W2 Pastoral care is appropriate for the existing students, who are all local residents aged 18 and over. Students commented that all the staff are friendly and caring. A multi-faith prayer room is available. W3 The welfare officer is clearly identified on a photo-board in the reception area. She is also identified in other internal documentation. W4 The school has clear policies and procedures for dealing with abusive behaviour and these are described in both the staff and student handbooks. A policy has been set up in line with the Prevent duty, with appropriate training for staff. W5 Students are issued with an ID card containing the 24-hour emergency contact number. As commented on in M13, this emergency phone number is held by only one person and should be rotated among other staff. W8 Good information is given on medical rights. There is also a very useful practical advice sheet on local health centres, pharmacies and procedures for using GP surgeries for medical matters.

Accommodation profile

Comments on the accommodation seen by the inspectors
LLF has agreed contracts with two accommodation agencies registered with the British Council to provide homestay, residence, apartment and house share accommodation. As yet no LLF students have been placed in accommodation.

Accommodation: all types

Criteria	Not met	Met	Strength	See comments	N/a
W9 Services and facilities	☐	☐	☐	☐	☒
W10 Accommodation inspected first	☐	☐	☐	☐	☒
W11 Accommodation re-inspected	☐	☐	☐	☐	☒
W12 Accommodation registers	☐	☐	☐	☐	☒
W13 Information	☐	☐	☐	☐	☒
W14 Student feedback	☐	☐	☐	☐	☒
W15 Meals in homestay/residences	☐	☐	☐	☐	☒
Comments					
None.					

Accommodation: homestay

Criteria	Not met	Met	Strength	See comments	N/a
W16 No more than four students	☐	☐	N/a	☐	☒
W17 Rules, terms and conditions	☐	☐	☐	☐	☒
W18 Shared bedrooms	☐	☐	N/a	☐	☒
W19 Students' first language	☐	☐	N/a	☐	☒
W20 Language of communication	☐	☐	N/a	☐	☒
W21 Adult to welcome	☐	☐	N/a	☐	☒
Comments					
None.					

Accommodation: residential

Criteria	Not met	Met	Strength	See comments	N/a
W22 Cleaning	☐	☐	☐	☐	☒
W23 Health	☐	☐	☐	☐	☒
Comments					
None.					

Accommodation: other

Criteria	Not met	Met	Strength	See comments	N/a
W24 Information and support	☐	☒	☐	☒	☐
W25 Other accommodation	☐	☐	N/a	☐	☒
Comments					
W24 Information on the implications of students living in their own accommodation is not routinely given, although staff will give advice if asked. This is appropriate for the current student body.					

Leisure opportunities

Criteria	Not met	Met	Strength	See comments	N/a
W26 Events and activities	☐	☒	☐	☒	
W27 Leisure programmes	☐	☐	☐	☒	☒
W28 Health and safety	☐	☒	☐	☒	☐
W29 Responsible person	☐	☐	☐	☐	☒
Comments					
W26 Information and advice is available on local attractions and guided walks, including a monthly advice sheet, “Twenty things to do in London this month”. This is appropriate for the current student body who are recruited locally. W27 LLF offers to arrange social events on request but does not provide an organised leisure programme, apart from the occasional in-house student party. W28 Risk assessments have been prepared for all on-site and off-site activities.					

Welfare and student services summary

The provision meets the section standard. The needs of the students for security, pastoral care, information and leisure opportunities are met, and are appropriate for the current student profile. However, there is only limited evidence of risk assessments for the premises. Accommodation is not currently provided but the school is making appropriate steps towards such provision.

Care of under 18s

Criteria	Not met	Met	Strength	See comments	N/a
C1 Safeguarding policy	☐	☒	☐	☒	☐
C2 Guidance and training	☐	☒	☐	☒	☐
C3 Publicity	☐	☒	☐	☒	☐
C4 Recruitment materials	☐	☒	N/a	☒	☐
C5 Suitability checks	☐	☒	N/a	☒	☐
C6 Safety and supervision	☐	☒	☐	☒	☐
C7 Accommodation	☐	☒	☐	☒	☐
C8 Contact arrangements	☐	☒	☐	☒	☐

Comments
Currently all students are aged 18 and over. In September 2014 the school provided a tuition-only course for 15 students on an Italian government scheme, which included five 17 year-olds. To date these are the only under 18s that have been accepted. The school would like to attract similar groups in the future and now states in its publicity that they can accept 16 and 17 year-olds in closed groups only, or if accompanied by an adult family member who is also studying at LLF. These groups will only be accepted when Brit College students are not in the building, for example in the summer period. There is no intention to accept students under the age of 16. C1 The safeguarding policy is thorough and accessible. It addresses the key areas, including safer recruitment, handling allegations and referrals, and assessment of risks and safeguards specific to the context in which the school operates. The welfare officer (ASWO) and the PDoS are the designated safeguarding lead and designated safeguarding person. They need to complete their specialist safeguarding training in the near future, and inspectors were told that arrangements were in place for this. C2 All teaching and administration staff have had initial safeguarding training. A summary version of the safeguarding policy is available for other relevant people. C3 The safeguarding policy is available on the website. More information is given in the parental consent form which will be sent out to any 16 and 17 year-old enrolments. The parental consent form describes the level of care and includes consent for emergency medical care if appropriate. C4 Recruitment procedures make reference to the school's commitment to safeguarding and inform applicants that references will be specifically asked about suitability to work with under 18s. C5 All staff have DBS checks. The safeguarding policy states that group leaders will be asked to provide an appropriate certificate of good conduct or similar check from the relevant and approved authority in their own country. C6 General arrangements for the supervision and safety of students outside lessons are described in the safeguarding policy. More specific arrangements will be required when a group is actually enrolled. C7 The school has not yet provided any accommodation. They intend to work with accommodation agencies registered with the British Council who can select accommodation for under 18s appropriately. The school is aware that they will need to monitor this provision. C8 The parental consent form allows for the exchange of emergency contact numbers.

Care of under 18s summary
The provision meets the section standard. The school has defined the type of provision it wishes to offer to under 18s and when it can offer it. The school has produced an appropriate safeguarding policy and requires suitability checks on all its staff. Training for all staff has been introduced. Issues relating to safer recruitment, suitability checks for group leaders, and parental consent have been addressed.