

Organisation name	LSI Portsmouth
Inspection date	6–8 June 2023

<b>Section standards</b>	
<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 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.	N/a

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that the weaknesses in W2 have been addressed. The required evidence was subsequently submitted.

<b>Summary statement</b>
<p>The British Council inspected and accredited LSI Portsmouth in June 2023. 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 was a compliance-only inspection during which the inspectors focused only on whether inspection criteria were met or not met. Inspectors did not evaluate the extent to which requirements were exceeded and no strengths were awarded. No new summary statement has been issued; please refer to the last inspection report for any areas of strength previously awarded.</p> <p>Overall, the inspection report stated that the organisation met the standards of the Scheme.</p>

## Introduction

LSI Portsmouth is a well-established school which was founded in 1985 and has been owned by Neath Port Talbot College (NPTC) since December 2010. LSI offers courses in general English, exams, pre-sessional English, general English for adults over 30 and executive English. Teacher training courses are also offered. The school is an exam centre for IELTS and other exams.

Since the last inspection in 2018, there have been four changes at senior management level. In 2018, the former vice-principal, who has been a part of LSI Portsmouth since 1986, took over as principal. In 2020, the role of director of studies for General English was absorbed into the role of director of studies for Exams. In addition, at the time of the inspection, the former director of marketing for 30 years had returned to LSI to lead the marketing team as it underwent a period of restructuring and transition, and cover was in place for the director of operations who was on maternity leave.

This compliance-only inspection, part of which was conducted remotely, was carried out by two inspectors over three days. The inspectors held meetings with the school principal, the principal NPTC, three academic managers, the operations manager, the accommodation manager, the marketing director, the marketing manager, the building manager, the assistant building manager, the study centre supervisor, the student services manager, two student services officers and two welfare officers. A focus group meeting was held with the teachers, and another with a group of students. All of the twenty-six teachers, including one academic manager, timetabled to teach during the inspection were observed. One inspector carried out remote visits to two homestay hosts and a private residence.

## Address of main site/head office

1–13 Lord Montgomery Way, Portsmouth PO1 2AH

## Description of sites visited/observed

The premises, owned by LSI Portsmouth, are on nine floors of a building in central Portsmouth, about ten minutes' walk from Portsmouth and Southsea railway station and close to local transport links. The school occupies the entire building, with the exception of part of the ground floor, which is let to a restaurant. The Student Services Team and Reception Area are on the ground floor. There are 46 classrooms, a student lounge, an executive centre, two teachers' rooms, a staff kitchen, two self-access study centres, offices for management and administrative staff, an open-plan conference room and two prayer rooms (one for men and one for women). The main teachers' room and the executive centre have balconies. The student lounge contains a piano, and pool and table tennis tables. At one end of the student lounge on the second floor there is a 'social hub', with tables and chairs, microwaves and access to hot and cold drinks. The fifth floor is designated as the Executive Centre, with group classrooms and smaller one-to-one classrooms, and also an executive lounge where students have access to free tea and coffee. There are toilets on all floors, including a washroom for Muslim staff and students on the ground floor. There are two lifts available to access all floors from the ground floor.

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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English for academic purposes (excludes IELTS preparation)	<input checked="" type="checkbox"/>	<input checked="" 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"/>
Teacher development (excludes award-bearing courses)	<input checked="" 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

General English courses are offered at all levels and exam preparation courses are offered for IELTS, OET and other general English exams. The standard Executive Course comprises a combination of one-to-one tuition in the mornings and small-group classes in the afternoons as well as other options, such as all-day one-to-one. Open-

group or closed-group classes are also offered. The pre-session courses are offered for four, seven, 11, 16 or 20 weeks and have direct progression guaranteed to five different universities. The school also offers teacher training courses although none were running at the time of the inspection.

### Management profile

The principal has overall responsibility for all areas, working closely with the operations manager, the academic managers, the finance, building and marketing managers. The principal reports to the LSI Portsmouth Board of Directors and the NPTC Group of Colleges Corporation Board. Teachers report to the academic managers; administrative and student services staff report to the operations manager.

### Accommodation profile

Accommodation is offered in standard and executive homestays and in two privately-owned self-catering residences. All homestay accommodation is in single rooms, and all rooms in residences are ensuite.

### Summary of inspection findings

#### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and staff and in accordance with the provider's very clearly stated goals and values, and their publicity. The structure of the organisation is well established, communication is very good and student administration is carried out efficiently and effectively. Some inaccuracies were evident on the website, which is currently being reviewed.

#### Premises and resources

The provision meets the section standard. The school building is in good condition. Classrooms are of sufficient size and there is ample space for students and staff to work and relax. There is a very good range of teaching and learning resources and technology meets the needs of students and teachers.

#### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile which is well matched to the context. Course design and learner management are effective. Teachers receive good support, and overall courses are 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. The needs of students for security, pastoral care, information and leisure activities are, in general, very well met. Students benefit from well-managed student services, including an excellent range of out-of-class activities and accommodation of a good standard.

#### Safeguarding under 18s

No students under the age of 18 are accepted.

#### 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.	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.	Met

#### Comments

There is a clear statement describing the school's well-established values and mission. This is made known to staff and students through handbooks and policies and is displayed throughout the school. There is a development plan with clear and realistic objectives for the future of the school. The structure of the organisation is very clear and communication is effective. There are good systems in place to collect feedback from students in writing, as well as through meetings, conversations and tutorials. Staff feedback is collected through meetings and at appraisal and there is evidence of it being collated and analysed and of action being taken. A detailed self-evaluation document is in place and up to date.

#### Staff management and development

Met

M8 The provider implements appropriate human resources policies, which are made known to staff.	Met
M9 The provider specifies the duties of all staff working with ELT students, and regularly reviews these.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Met
M11 There are effective induction procedures for all staff.	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.	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

Human resources policies and procedures are very well covered and made known to staff through handbooks and contracts of employment. Job descriptions are in place for all members of staff and are dated and reviewed regularly. Recruitment and induction procedures are thorough and effective; appraisal procedures are equally thorough and include clear target setting for staff. All staff are engaged with continuous professional development, and are offered a wide variety of opportunities.

#### Student administration

Met

M14 Staff are helpful and courteous to students and their representatives, and provide satisfactory levels of customer service.	Met
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Met
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

Students commented very positively on the helpfulness and friendliness of all staff, and excellent customer service is at the centre of the ethos of the school. Pre-arrival advice and guidance is personalised and communication with

prospective students is detailed and supportive. The systems for enrolment, cancellation and refunds are very clear and records of payment and course details are up to date. Absence and lateness policies and procedures are in place. Conditions under which a student may be asked to leave the school and the complaints procedure are clearly communicated to students and their sponsors.

<b>Publicity</b>	<b>Met</b>
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.	Not met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	N/a
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Met
M29 Claims to accreditation are in line with Scheme requirements.	Met
<b>Comments</b>	
<p>The main medium of publicity is the website, which has downloadable brochures. The school also uses a variety of social media.</p> <p>Publicity is generally accurate and gives rise to realistic expectations. Information is mostly presented in clear and accessible English, although some occasional inaccuracies were evident. The school is currently undertaking a review of its publicity. Information on courses, costs of tuition, the leisure programme and accommodation are clearly stated. The description of accommodation is accurate.</p>	

## Premises and resources

<b>Premises and facilities</b>	<b>Met</b>
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	Met
P3 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P4 Free drinking water is available. A choice of appropriate food at affordable prices is available to students on site, if not available locally.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display of general information.	Met
P6 There is sufficient space for all staff, for meetings, relaxation and the storage of personal possessions, and for teachers to carry out their preparation and marking.	Met
<b>Comments</b>	
<p>The school building is in a good state of repair and decoration. Students and teachers in the focus groups confirmed that it was a comfortable environment in which to study and work. Classrooms are suitable in terms of size and layout. There are excellent facilities in place for staff and students to relax. Signage is very clear and information for staff and students is displayed attractively throughout the school.</p>	
<b>Learning resources</b>	<b>Met</b>
P7 There are sufficient learning resources for the number of students enrolled, appropriate to their age and the level, length and type of courses offered.	Met
P8 There are appropriate resources for teachers, which are adequate in number, accessible, and well maintained and organised.	Met
P9 Any educational technology inside the classroom and elsewhere is well maintained with adequate technical support. Staff receive appropriate training in using the available technology to support learning.	Met

P10 Any facilities provided for additional or independent learning are appropriately equipped and organised.	Met
P11 Students receive guidance on the use of any resources provided for independent learning.	Met
P12 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Met

#### Comments

There is a very good selection of learning resources for both students and teachers. Resources include a good bank of in-house materials. Technology at the school is plentiful and well maintained. There is a range of self-study material available for students in the study centres and thorough guidance is provided by teachers in one-to-one sessions in the centres. Teaching and learning resources are reviewed regularly, taking staff and student feedback into account.

### Teaching and learning

<b>Academic staff profile</b>	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

All members of the current teaching team have a Level 6 qualification. All teachers have relevant ELT/TESOL qualifications with many being TEFLQ. The teaching team has a range of knowledge, experience and skills which is very well matched to the school and the students. All academic managers are TEFLQ with considerable academic management and teacher training experience.

<b>Academic management</b>	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.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Not met

#### Comments

The academic managers have very good knowledge of the teachers' experience and skills, and teachers are matched appropriately to courses. The timetabling of students, teachers and courses is well managed. Cover arrangements are very good. Information and guidance on continuous enrolment is highly personalised with teachers given information on newly arriving students and how best to integrate them into classes before they start. The teacher focus group confirmed that the academic managers are available and supportive, and it was apparent that the academic management structure also encourages teachers to support each other. There are effective systems in place for the observation and monitoring of teachers' performance, although at present observation records do not give written details of action planning and when observations will be followed up.

<b>Course design and implementation</b>	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met

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

#### Comments

Course design for all courses offered has a clear rationale and structure which is central to the school's ethos and works very well for the student demographic. It is clearly communicated to teachers and students. Written course outlines and intended learning outcomes are made available to students. Courses are reviewed in response to student and teacher feedback. Students are encouraged to get the most out of their time in Portsmouth with in-built language preparation before visits outside the classroom, on-site tasks for students to complete and in-class feedback after visits. Learning strategies are focused on at induction, during classes, through the study centres and homework.

<b>Learner management</b>	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.	Met

#### Comments

Procedures for the placement of students and the monitoring of their progress are clear, effective and well managed. Placement testing is thorough and comprehensive and feeds into the ongoing assessment and support of students through one-to-one tutorial meetings. Assessment is integrated into all courses. Academic reports are given to all students and advice regarding examinations and access to mainstream UK education is readily available.

#### Classroom observation record

Number of teachers seen	26
Number of observations	26
Parts of programme(s) observed	All

#### Comments

14 teachers were observed remotely by one inspector and 12 were observed face-to-face. One of the teachers observed was an academic manager.

<b>Teaching: classroom observation</b>	Met
T23 Teachers demonstrate sound knowledge and awareness of the use of English and the linguistic systems underlying it, and provide appropriate models of both spoken and written English.	Met
T24 The content of the lessons shows that the course objectives, the learning needs and cultural backgrounds of the students have been taken into account.	Met
T25 Lessons lead to relevant learning outcomes, made known to students and achieved through a coherent sequence of activities.	Met

T26 Teaching techniques are appropriate to the focus of the lesson and to the needs of the group and individual learners.	Met
T27 Teachers promote learning by the effective management of the classroom environment and resources.	Met
T28 Students receive appropriate and timely feedback on their performance during the lesson.	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.	Met

### Comments

T23 Almost all teachers provided accurate models of spoken and written language. Some teachers managed students' questions about lexis and grammar more efficiently than others. There was evidence in better lesson segments of sound knowledge of phonological systems: for example, use of phonemes and stress and intonation marking.

T24 Teachers created lesson plans which drew on the course objectives. Students' profiles provided detailed information about the students' strengths and weaknesses, and in some cases the awareness of individual needs explicitly informed lesson planning decisions about differentiation. In better segments, teachers developed and personalised topics to take into account the students' needs, interests and their cultural backgrounds.

T25 Plans stated learning outcomes. There was evidence in some lessons that the lesson outcomes had been made known to students at the start of the lesson. Learning objectives were generally achieved by means of well-staged activities.

T26 In general there was a very good range of techniques in evidence, including questioning, prompting, checking of meaning and instruction giving. There were some examples of effective pronunciation practice in the best segments seen, but this was not seen in all classes. Drilling generally stopped at the choral level and did not involve individual practice. Occasionally there was too much teacher talking time, perhaps because students were very quiet, but this left students with few opportunities to express themselves.

T27 The management of seating arrangements, pairing and grouping encouraged student interaction. Resources being effectively used included coursebooks, handouts, whiteboards and mini whiteboards. Generally, whiteboards were well organised but, in some cases, new vocabulary and explanations were written up randomly and students were obviously struggling with what they should be noting down and recording. Technology was used confidently and competently.

T28 Exercises and activities were corrected but opportunities were missed to pick up on students' pronunciation errors and to provide follow-up practice. Teachers gave encouragement and praise (sometimes very frequently) to encourage weaker students and interacted with students on an individual basis while monitoring activities. At times students could have been challenged further.

T29 Evaluation of learning formed part of most lessons, usually in the form of checking on exercises. Teachers often referred to previous learning and built on language already learnt. However, there was very little evidence of encouraging students to self-evaluate.

T30 A positive learning atmosphere was observed in almost all classes. Teachers seemed confident and relaxed but purposeful, and students were fully engaged, learning and clearly enjoying their classes. Students were attentive and, in almost all cases, participated fully.

### Classroom observation summary

The teaching observed met the requirements of the Scheme and ranged from very good to just satisfactory against the criteria, with the majority being good or better. Knowledge of the linguistic systems of English was good, and teachers were able to adapt their language to the students' level. Lesson content was highly relevant to the needs and cultural background of the students and led to relevant learning outcomes. Teaching techniques were varied and appropriate, and classroom management was mostly very effective. Appropriate timely feedback was provided to students, and there were opportunities to evaluate learning, although opportunities to pick up on pronunciation errors were missed. Students were generally fully engaged and enjoying a positive learning atmosphere in most lessons.

### Welfare and student services

<b>Care of students</b>	Met
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

#### **Comment**

A range of appropriate measures is in place to ensure the safety of students on the premises. There is also a comprehensive emergency plan, which is available to teachers on a shared drive and in instructions for activity leaders; however, relevant elements of the plan – other than those relating to fire on the premises – are not made known to students. The three members of the welfare team provide a high level of care; policies and procedures for promoting tolerance and respect and dealing with abusive behaviour are well established; and all students are given an emergency telephone number for the school. Helpfully detailed information is provided on travel, life in the UK and health care.

<b>Accommodation</b> (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.	Met
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Not met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Met
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

#### **Comments**

Inspection processes are regular and rigorous, and accommodation systems in general are efficiently managed. Homestays offer a comfortable living environment, the residences used have a very good range of facilities, and student feedback indicates a high level of satisfaction with all aspects of both types of accommodation. However, journey time by public transport and the cost of individual journeys was not shown on all confirmation letters.

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

#### Comments

Both criteria in this area are fully met.

<b>Leisure opportunities</b>	Met
W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Met
W25 Any leisure programmes are well organised and sufficiently resourced.	Met
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Not met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

#### Comments

Students have access to a wide range of activities through Portsmouth University and local events are publicised when appropriate. The school's own programme of leisure activities, which includes both free and paid events, is extensive, and a supplementary programme is offered for executive students and students on the 30+ course. Activities are led by suitably experienced staff and risk assessments include general advice on what to do in an emergency; however, guidance is not provided on how to respond in activity-related situations where students are at risk.

#### 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	1988
Last full inspection	2018
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	Externally validated pre-service and internally validated in-service teacher training. Exam centre for IELTS and external general English examinations.
Other related accredited schools/centres/affiliates	None

Other related non-accredited schools/centres/affiliates	None
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### Private sector

Date of foundation	1985
Ownership	Name of company: Neath Port Talbot College Company number: 1874846
Other accreditation/inspection	ISI

### Premises profile

Details of any additional sites in use at the time of the inspection but not visited/observed	None.
Details of any additional sites not in use at the time of the inspection	None.

Student profile	At inspection	In peak week: July (organisation's estimate)
<b>ELT/ESOL students (eligible courses)</b>	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	108	190
Full-time ELT (15+ hours per week) aged 16–17 years	N/a	N/a
Full-time ELT (15+ hours per week) aged under 16	N/a	N/a
Part-time ELT aged 18 years and over	8	10
Part-time ELT aged 16–17 years	N/a	N/a
Part-time ELT aged under 16 years	N/a	N/a
<b>Overall total ELT/ESOL students shown above</b>	<b>116</b>	<b>200</b>
Junior programmes: advertised minimum age	N/a	N/a
Junior programmes: advertised maximum age	N/a	N/a
Junior programmes: predominant nationalities	N/a	N/a
Adult programmes: advertised minimum age	18+	18+
Adult programmes: typical age range	18–65	18–65
Adult programmes: typical length of stay	1–12 weeks	1–12 weeks
Adult programmes: predominant nationalities	Saudi Arabian, Swiss	Saudi Arabian, Swiss, Spanish

Staff profile	At inspection	In peak week July (organisation's estimate)
Total number of teachers on eligible ELT courses	28	36
Number teaching ELT 20 hours and over a week	14	
Number teaching ELT under 20 hours a week	14	
Number of academic managers for eligible ELT courses	4	4
Number of management (non-academic) and administrative staff working on eligible ELT courses	13	
Total number of support staff	4	

### Academic manager qualifications profile

Profile at inspection	
Professional qualifications	Number of academic managers
TEFLQ qualification	4
Academic managers without TEFLQ qualification or three years relevant experience	0
Total	4

### Comments

The principal is DoS for executive students and executive teacher training. He was not teaching during the week of inspection. One DoS was teaching five hours and one seven and a half hours; the ADoS was teaching two and a half hours at the time of the inspection.

**Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	13
TEFLI qualification	15
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	0
Total	28
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	29	N/a
Private home	0	N/a
Home tuition	0	N/a
Residential	21	N/a
Hotel/guesthouse	4	N/a
Independent self-catering e.g. flats, bedsits, student houses	0	N/a
<i>Arranged by student/family/guardian</i>		
Staying with own family	0	N/a
Staying in privately rented rooms/flats	62	N/a
Overall totals adults/under 18s	116	N/a
Overall total adults + under 18s	116	