

Organisation name	LVC London School of English
Inspection date	25–27 September 2023

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

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

Summary statement
<p>The British Council inspected and accredited LVC London School of English in September 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>The inspection report stated that the organisation met the standards of the Scheme. However, a need for improvement in the area of Publicity was noted.</p>

## Introduction

LVC London School of English is situated in Bermondsey in south-east London. The student body consists of a mix of those already resident in the area and forming part of the local community and students recruited directly from their home countries. The independent nature of the students is reflected in the fact that all students live in accommodation that they obtain independently.

As well as offering EFL lessons, the school also offers non-English preparation classes, including preparation for the Life in the UK test, mainstream key stage lessons and preparation for GCSE examinations.

Since the last inspection, the school has not changed physically but the number of learners has reduced and there have been a number of staff changes. However, the academic manager remains the same. The school no longer offers accommodation.

This hybrid compliance-only inspection was carried out by two inspectors and took one and a half days – one day on site and half a day remotely. Meetings were held with the academic manager, receptionist and student liaison officer, IT officer and marketing officer. All teachers working during the week of the inspection were observed. It was not possible to hold focus groups with teachers or students due to their respective timetables and outside commitments.

## Address of main site/head office

148 Old Kent Road, London SE1 5TY

## Description of sites visited/observed

The school is housed in premises situated on the ground floor of a multi-storey building on the Old Kent Road in Bermondsey. The premises comprise four classrooms, a library/computer room, a teachers' room, a small student common room, a staff kitchen, a reception area facing the main entrance and a marketing office. There are two entrances, both leading to the Old Kent Road. Most rooms, including three of the four classrooms, are windowless, but are air conditioned. At the time of the inspection, the school building was being shared with a college for young people with special education needs, although students for each programme were attending classes at different times of the day.

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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General ELT for juniors (under 18)	<input checked="" type="checkbox"/>	<input 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 full-time and part-time courses for adults during the evening, both face to face and remote. Courses are in general English, or examination preparation. The majority of students are aged 18 and over, although a small number of 16–17 year-olds are enrolled at some points during the year. Although advertised, no junior courses have been run in the previous 12 months.

## Management profile

The academic manager manages all aspects of the school, and all staff report to him. He reports directly to the owner of the school.

## Accommodation profile

No accommodation is offered.

## Summary of inspection findings

### Management

The provision meets the section standard. The management of the provision operates to the benefit of the students and in accordance with the provider's goals and values. The structure of the organisation is well established, although management levels are inadequate. Communication is good and student administration is carried out efficiently and effectively. Publicity is not accurate and does not give rise to realistic expectations. There is a need for improvement in *Publicity*.

### Premises and resources

The provision meets the section standard. The premises provide students and staff with a suitable environment for work and relaxation. A good range of learning resources is available to students and teachers.

### Teaching and learning

The provision meets the section standard. The majority of academic staff have a professional profile appropriate to the context. Academic management is effective. Course design is satisfactory overall, but is not regularly reviewed. Teachers generally receive good support, and courses are managed to the benefit of students. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard. The school meets the needs of the students for security, pastoral care and information. Students benefit from well-managed students services.

### Safeguarding under 18s

The provision meets the section standard. There is appropriate provision for the safeguarding of students under the age of 18 within the organisation and outside the scheduled programme.

### 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.	Not 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

The goals and values of the organisation are clear and are made known to staff. Organisational plans are comprehensive and updated. The school has a clear management structure, but management staffing levels are not sufficient, and effective cover arrangements are not clear. Communication channels include meetings where appropriate, and a good level of less formal day-to-day conversations. Feedback is obtained from students at the start and end of their course, and feedback is recorded and analysed. Staff feedback is collected through appraisal meetings. There are good records of action taken in response to student and staff feedback. There are good systems in place for reviewing school performance and systems, including a thorough self-evaluation document which is kept up to date.

<b>Staff management and development</b>	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.	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.	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
<b>Comments</b>	
Human resources policies and practices are comprehensive and are effectively communicated to staff. Job descriptions do not sufficiently reflect welfare and safeguarding responsibilities. While recruitment policies and procedures are mostly followed, some staff qualifications on file had not been signed and dated. Staff receive an appropriate initial induction and ongoing support for their roles, including appraisals and monitoring. In addition, there is a policy in place for dealing with unsatisfactory performance. There are effective procedures to ensure the professional development of staff.	
<b>Student administration</b>	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.	Not 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.	Not 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
<b>Comments</b>	
Staff are courteous and helpful to students, their representatives and visitors both face-to-face and in written communication. Students do not receive sufficient information and advice about their course choices before their arrival. Enrolments are handled appropriately and efficiently, although emergency contact details do not include confirmation of the contact's relationship to the students or their ability to speak English. An effective attendance and punctuality policy is in place and it is applied consistently. The conditions under which a student may be asked to leave the course are very clear, as is the behaviour expected of them. A very clear complaints procedure is shared with students in handbooks and on the website, and complaints are dealt with and followed up appropriately.	
<b>Publicity</b>	Need for improvement
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.	Not 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.	Not met

M27 Publicity gives an accurate description of any accommodation offered.	N/a
M28 Descriptions of staff qualifications are accurate.	Not met
M29 Claims to accreditation are in line with Scheme requirements.	Not met

#### Comments

Publicity includes a website which incorporates an online brochure, and a social media presence. In addition, the school produces a number of fliers in English and other popular languages. The website is considered to be the main source of publicity.

Publicity is accurate and helpful in some parts, but not in others. The brochure promotes a full daily leisure programme, which is not offered. The website includes a number of inaccuracies in written English and is not always written in accessible English. Course descriptions are appropriately detailed and informative. Course fees are available through the website. Publicity makes no reference to the level of care and support given to students aged under 18. Staff experience and qualifications are not accurately portrayed, with staff described as fully qualified and expert teachers. An incorrect version of the Accreditation Scheme marque was being used on the website, on some fliers and on some signage around the building.

### Premises and resources

<b>Premises and facilities</b>	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.	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

#### Comments

Premises are in a good state of repair with clear and helpful signage throughout. Classrooms provide suitable learning spaces. Students can relax in the reception area, and there is sufficient space for staff to work and relax. There is a good range of food available locally.

<b>Learning resources</b>	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.	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 good range of well-organised learning resources for students and teachers in hard copy. Educational technology is available in all classrooms, is well maintained, and staff are trained in its use. On-site technical support is available. There are sufficient facilities and resources for additional and independent learning. There is a suitable policy in place for the review and development of teaching and learning resources.

## 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.	Not 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
<b>Comments</b>	
While the academic staff are suitably experienced and the majority appropriately qualified for the courses provided, one teacher did not have an appropriate ELT qualification. A rationale was provided but not accepted due to a lack of evidence of sufficient structured support for the teacher. The academic manager is appropriately qualified.	
<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.	Met
<b>Comments</b>	
Teacher allocation and timetabling procedures are effective, as are cover arrangements. Teachers receive very good day-to-day support from the academic manager. Continuous enrolment is handled appropriately. Arrangements for the observation of teachers are appropriate, supportive and developmental.	
<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.	Not met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Not 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
<b>Comments</b>	
The principles behind course design for adult courses are clear and syllabuses and schemes of work are available to teachers. However, courses are not reviewed regularly or systematically. Written course outlines and learning outcomes are not consistently made available to students. Courses include aspects of study skills and teachers are encouraged to develop students' independent learning strategies.	
<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

Placement testing procedures are appropriate. Students' progress is monitored regularly by teachers. There are appropriate levels of student support and guidance provided by teachers and the academic manager. Academic reports and certificates are appropriate, and advice is available to students in regard to further study, when needed.

#### Classroom observation record

Number of teachers seen	2
Number of observations	4
Parts of programme(s) observed	General English

#### Comments

Both teachers working during the week of the inspection were observed by both inspectors. One teacher was observed giving a face-to-face class, while the other was teaching remotely.

<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 Teachers gave clear relevant explanations of language. New language was modelled and explained to students in a concise helpful way.  
T24 The topics and materials selected were appropriate to the students' profile. Both planning and classroom activities were responsive to their learning needs.  
T25 Learning outcomes were made known to students through a coherent sequence of classroom activities, although they were not consistently shared with them in a formal way.  
T26 Teachers demonstrated confident use of a range of techniques. There were some very good examples of questioning and elicitation. Language was introduced to students in a very natural way, due to teachers' ability to integrate it into the theme and topic of the lesson.  
T27 The environment and resources were very well managed by teachers to create opportunities for learning. There was good use of technology, effective classroom set up, and creative use of coursebooks.  
T28 Students benefited from their teacher's feedback, as well as opportunities for self and peer correction. Teachers used their judgment to effectively give feedback, correction and praise.  
T29 There were good examples of teachers referring students to prior learning, meaning that students were made aware of how well they had learned what had been studied previously.  
T30 There was a very positive classroom atmosphere which created a productive learning environment. Teachers had good rapport with their students, and personalised activities in order to bring their experiences to the forefront

of the learning experience.

### Classroom observation summary

The teaching observed met the requirements of the Scheme, ranging from good to satisfactory against the criteria, with the majority being good. Teachers demonstrated grammatical awareness and provided clear, concise, appropriate models. Lessons were well planned with learners' needs in mind. A range of techniques was used confidently, and classroom resources were well managed. Lessons included effective feedback for students and opportunities to evaluate the learning that was taking place. There was a very positive personalised learning atmosphere in all the segments observed.

### Welfare and student services

Care of students	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

### Comments

Risk assessments have been carried out on all areas of the premises and there are regular fire drills and alarm tests. While there is an emergency evacuation plan, it is insufficient in scope to deal with incidents both on and off site. Pastoral care is taken very seriously and there are effective procedures in place to deal with any welfare issues that may arise. An abusive behaviour policy is included in the student handbook and the 24-hour emergency phone number is made available through a number of sources. Aspects of life in the UK are well covered. All administrative staff have received training in first aid and information on local health care providers is available to all students.

Accommodation (W9–W22 as applicable)	N/a
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	N/a
W10 Arrangements for cleaning and laundry are satisfactory.	N/a
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	N/a
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	N/a
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	N/a
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	N/a
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	N/a



<b>Comments</b>	
No accommodation is offered.	
<i>Accommodation: homestay only</i>	
W16 Homestay hosts accommodate no more than four students at one time.	N/a
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.	N/a
W18 No more than two students share the same bedroom, unless the students, their agents, parents or legal guardians specifically request this in writing.	N/a
W19 English is the language of communication within the homestay home.	N/a
W20 Hosts ensure that there is an adult available to receive students on first arrival.	N/a
<b>Comments</b>	
None.	
<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
<b>Comments</b>	
None.	
<b>Leisure opportunities</b>	
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.	N/a
W25 Any leisure programmes are well organised and sufficiently resourced.	N/a
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	N/a
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	N/a
<b>Comments</b>	
Staff are available to help students with information on leisure opportunities within the immediate area and further afield. No leisure programme is offered.	

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	
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.	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.	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.	N/a
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

### Comments

During the week of the inspection there were four students enrolled on courses at the school, all of whom were aged over 18. Under 18s account for a small percentage of students: only two students for the year to date.

There is a comprehensive safeguarding policy in place which covers all necessary requirements. All administrative staff are trained to a minimum advanced level and teachers to basic level. The designated safeguarding lead (specialist level) provides regular updates to staff on any changes or updates to the policy. The parental consent form is appropriate and safer recruitment procedures are followed consistently. There are suitable arrangements in place for the supervision of students both during scheduled activities and outside the programme. Contact details for parents or guardians are up to date and easily accessed.

### 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	2014
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	Life in the UK preparation courses. GCSE preparation courses.
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	The Bridge School

### Private sector

Date of foundation	24 February 2010
Ownership	Name of company: Liral Veget College London Company number: 07167936
Other accreditation/inspection	N/a

### Premises profile

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

### Student profile

At inspection

In peak week: February

		2023
<b>ELT/ESOL students</b> (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	0	10
Full-time ELT (15+ hours per week) aged 16–17 years	0	0
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	4	10
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>4</b>	<b>10</b>
Junior programmes: advertised minimum age	0	0
Junior programmes: advertised maximum age	0	0
Junior programmes: predominant nationalities	0	0
Adult programmes: advertised minimum age	0	0
Adult programmes: typical age range	20–40	20–40
Adult programmes: typical length of stay	2 months	2 months
Adult programmes: predominant nationalities	Brazilian, Colombian, Spanish	Brazilian, French, Spanish, Paraguayan

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	2	4
Number teaching ELT 20 hours and over a week	0	
Number teaching ELT under 20 hours a week	2	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	1	
Total number of support staff	3	

### Academic manager qualifications profile

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

### Comments

None.

### Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	0
TEFLI qualification	1
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	2

### Comments

A rationale was provided for one teacher without an appropriate ELT qualification, but was not accepted.

**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	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
<i>Arranged by student/family/guardian</i>		
Staying with own family	4	0
Staying in privately rented rooms/flats	0	0
Overall totals adults/under 18s	0	0
Overall total adults + under 18s	4	