

Organisation name	LVC London School of English
Inspection date	15–16 May 2018

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

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

Summary statement
<p>The British Council inspected and accredited LVC London School of English in May 2018. The Accreditation Scheme assesses the standards of management, resources and premises, teaching, welfare, and safeguarding under 18s and accredits organisations which meet the overall standard in each area inspected (see www.britishcouncil.org/education/accreditation for details).</p>

This private language school offers courses in general English for adults (16+) and for closed groups of under 18s.

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

Introduction

LVC London School of English is situated in a busy part of south-east London, within easy reach of central 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 direct from their home countries. The independent nature of the students is reflected in the fact that at the time of the inspection all students were living in accommodation that they had obtained independently.

A separate organisation under the same ownership and situated nearby offers a range of courses and training, including preparation for the Life in the UK test and some GCSE examinations.

The inspection took place over two days with two inspectors. The inspectors had meetings with the principal, the academic manager, the marketing officer, the quality controller, two receptionists/administrators and a consultant who had previously been a full-time member of staff. Meetings were held with a representative group of students and with a group of teachers. One inspector had a meeting with a student aged under 18. All teachers timetabled during the inspection were observed. One inspector spoke by telephone with a registered accommodation agency used occasionally by the school.

Address of main site/head office

148–150 Old Kent Road, London SE1 5TY

Description of sites visited

The school is housed in premises situated on the ground floor of a multi-storey building giving directly on to the Old Kent Road. It is very close to bus stops in both directions, which are served by frequent services to central London and to the south-eastern suburbs.

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 off the Old Kent Road. Most rooms, including three of the four classrooms, are windowless, but are air conditioned.

Course profile	Year round		Vacation only	
	Run	Seen	Run	Seen
General ELT for adults	<input checked="" type="checkbox"/>	<input checked="" 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 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 runs full-time and part-time courses for adults during the day and in the evening. It also provides classes leading to a recognised skills examination. A small number of 16–17 year-olds is enrolled. Although advertised, no junior courses have been run in the previous 12 months.

Accommodation profile

The school only places a very small number of students in homestay accommodation as the majority live privately. An agency registered with the British Council finds accommodation for students as required. During the two years before the inspection, homestay accommodation had been arranged for four students. The agency works with 23 accredited providers and offers accommodation for adults (18+) and under 18s (16 and 17 year-olds).

Summary of inspection findings

Management

The provision meets the section standard. Most aspects of staff management and development are adequately handled; strategic and quality management and student administration are efficiently delivered. Weaknesses identified in publicity were largely remedied quickly and effectively during the inspection.

Premises and resources

The provision meets the section standard. The premises provide students and staff with a suitable environment for work and study. The learning resources provided are appropriate to the needs of staff and students. Some space for relaxation is available.

Teaching and learning

The provision meets the section standard. The profile of the teaching team and the academic manager is satisfactory and is appropriate to the context. Academic management is effective and provides valuable support to teachers. Course structure is generally appropriate but requires attention to the development of learning strategies. Learner management is friendly and efficient. The teaching observed met the requirements of the Scheme.

Welfare and student services

The provision meets the section standard. The school offers a safe and secure environment for both students and staff. However, the school's emergency plan had not yet been made known to the staff. Student needs for pastoral care and information are met. A registered accommodation agency is used when necessary. The provision of leisure opportunities for both adults and under 18s meets student needs.

Safeguarding under 18s

The provision meets the section standard. The safeguarding policy is clear although some required elements are missing. Procedures are in place to ensure the safety and security of students on school premises, on leisure activities and in unsupervised time. Appropriate accommodation is provided by a registered agency and parents and guardians remain informed about students' well-being at the school.

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

M5 Initial feedback is obtained by questionnaire after two weeks. The questionnaire only asks about tuition and does not address accommodation or resources. Tutorials are held by class teachers, during which additional feedback on a wider range of subjects is obtained and any problems are identified.

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.	Not 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	Met

staff.	
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.	Not met
Comments	
<p>M9 Job descriptions are in place except for the principal and the administrative executive (who was absent during the inspection). These were supplied subsequently. The role of designated safeguarding lead is not included in the job description of the academic manager, who has this responsibility.</p> <p>M13 The continuing professional development (CPD) activities of the academic manager are recorded but no records are in evidence for other staff. However, teachers reported on the provision of a range of in-house training sessions (see T9). It is not clear that adequate CPD support is in place for all staff.</p>	
Student administration	
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.	Strength
M16 Staff carry out enrolment, cancellation and refund procedures efficiently, fairly, and with appropriate sensitivity.	Met
M17 There are effective systems in place to maintain accurate and up-to-date records of student enrolment, payment and course details. These records are accessible at all times to authorised staff.	Met
M18 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M19 There is a clear and effective policy on student attendance and punctuality that is known to all staff and students and is applied consistently.	Met
M20 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M21 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about how to make a complaint.	Met
Comments	
<p>M14 The two staff primarily responsible for student administration work well together and carry out their duties efficiently and with good humour. Students commented favourably on their approachability and supportive attitude. They are fully conversant with the IT systems in use and are able as required to retrieve student data quickly and fully.</p> <p>M19 Absence by under 18s is followed up urgently by the academic manager. Students under 18 are identified in class registers.</p>	
Publicity	
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M25 Publicity includes clear, accurate and easy-to-find information on costs.	Not met
M26 Publicity or other information made available before enrolment gives an accurate description of the level of care and support given to any students under 18.	Not met
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.	Not met
Comments	
<p>The main source of publicity is the school's website. This is supplemented by a printed brochure which provides a briefer overview of the provision and is not entirely up to date in all respects, but is partially updated by the insertion of additional sheets of information. Use is also made of social media.</p> <p>M24 Course outlines are satisfactory but information was not provided on the times of classes and the number of hours per day of tuition includes breaks. Both these items were corrected on the school's website during the inspection, and this is no longer a point to be addressed.</p> <p>M25 Course-related examination fees were not stated and the cost of accommodation was not provided in a form</p>	

that allows easy comparison between different categories and levels of provision. Both these items were corrected on the school's website during the inspection, and this is no longer a point to be addressed.

M26 The level of care for under-18s is stated on the website at the end of the terms and conditions but is not located prominently and is therefore not easy to find. This was corrected during the inspection and the section is now prominently displayed.

M28 Teachers were described as qualified when one required a rationale. The term 'qualified' was removed during the inspection, and this is no longer a point to be addressed.

M29 An older version of the Accreditation Scheme marque is in use on publicity but was replaced by the up-to-date version on the website and in the main brochure during the inspection. This is no longer a point to be addressed.

Premises and resources

Premises and facilities	Met
P1 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Met
P2 Classrooms and other learning areas provide a suitable study environment.	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	
All criteria in this area are fully met.	

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

Teaching and learning

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

Comments	
T2 A rationale was accepted in the context of the current inspection for one teacher without a TEFL qualification. This was on the basis of TEFL training undertaken and substantial experience.	
Academic management	Met
T5 Teachers are matched appropriately to courses.	Met
T6 There are effective procedures for the appropriate timetabling of students, teachers, courses and classrooms.	Met
T7 There are formalised arrangements, satisfactory to students and staff, for covering for absent teachers.	Met
T8 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Met
T9 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Met
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Strength
Comments	
T5 Deployment of teachers also takes account of teachers' preferences and providing opportunities for widening experience.	
T7 Overseen by the management, teachers are asked in the first instance to arrange their own substitution from within the school's teaching staff. If this is not practicable, the academic manager will make suitable arrangements.	
T9 In-house training sessions are provided by the academic manager; teachers reported positively that the academic manager is readily available to provide advice and support.	
T10 All teachers are regularly monitored by the academic manager and this is well documented. Comments made on observed teaching are perspicacious and lead on to action planning. Follow-up is thorough and teachers spoke positively of the value of the process. Observation outcomes feed in to the appraisal process.	
Course design and implementation	Met
T11 Course design is based on stated principles. There is a coherent and appropriate course structure described in writing for teachers' guidance.	Met
T12 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Met
T13 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students.	Met
T14 Any activities additional to English classes, and which form part of the language curriculum, encourage the acquisition of language and the development of relevant language skills.	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.	Not 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	
T15 Some incidental activities fostering student autonomy can take place during lessons at the teacher's discretion or when forming part of a coursebook, but no strategies supporting independent learning are systematically included in syllabuses or schemes of work.	
Learner management	Met
T17 There are effective procedures for the correct placement of students, appropriate to their level and age.	Met
T18 There are effective procedures for evaluating, monitoring and recording students' progress.	Met
T19 Students are provided with learning support and enabled to change courses or classes where necessary.	Met
T20 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests.	Met
T21 Academic reports are made available to students on request and, in the case of under 18s, to their parents/guardians.	Met

T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met
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Comments

All criteria in this area are fully met.

Classroom observation record

Number of teachers seen	5
Number of observations	5
Parts of programme(s) observed	All

Comments

None.

Teaching: classroom observation	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.	Strength

Comments

T23 Teachers generally had a good knowledge of English and were able to produce accurate and well-chosen models. Explanations of vocabulary items were, however, not always clear or accurate. Phonemic transcription was not always used appropriately.

T24 Much of the teaching was coursebook based, with teachers demonstrating the ability to use the material effectively to meet the needs of their students. However, in some cases there was excessive dependence on the book and teachers did not draw on other sources to enhance the content of their lessons.

T25 In stronger teaching coherence and logical progression were in evidence, backed up by teacher signposting. In weaker teaching learning outcomes were not identified and communicated to students.

T26 A range of appropriate techniques was in use to promote effective learning and student engagement. These included elicitation, questioning, drilling for pronunciation practice and pre-teaching of language items prior to reading and listening. In weaker teaching, students were asked to give definitions of unfamiliar vocabulary, which was then not presented in a meaningful context. Opportunities to personalise language use were missed.

T27 Classroom management was generally satisfactory but instructions were not always clear and more use could have been made of reference material.

T28 There were instances of effective correction but there was insufficient correction overall, in particular self-correction and peer correction. There was no evidence of students' errors being used as the basis for incidental or planned teaching.

T29 Most teaching made appropriate use of concept questions and there were some instances of the use of gap-filling exercises to check learning. There was limited checking of whether students could use new language items effectively in wider contexts.

T30 There was a positive atmosphere throughout and good rapport in the classroom. Students were fully engaged in all the teaching observed, reflecting the teachers' sensitivity to their needs and aspirations. Teachers used language which was readily understood and showed awareness of cultural values and differences.

Classroom observation summary

The teaching observed ranged from good to satisfactory with the majority of the teaching satisfactory. Teachers generally had a good knowledge of English and were able to produce accurate and well-chosen models. They also

demonstrated the ability to use coursebook material effectively to meet the needs of their students. In stronger teaching, coherence and logical progression were in evidence and a range of appropriate techniques was in use to promote effective learning and student engagement. However, learning outcomes were not always clearly stated. Classroom management was generally satisfactory and there were instances of effective correction but there was limited checking of whether students could use new language items effectively in wider contexts. There was a positive atmosphere throughout and good rapport in the classroom. Students were fully engaged. The teaching observed met the requirements of the Scheme.

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.	Strength
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

W1 All aspects of the safety and security of students have been comprehensively and effectively addressed. Students are fully orientated during their induction and safety and security are an integral part of their care.
W2 An emergency plan was produced during the inspection but had not yet been made known to staff or students.
W4 The criterion is met although the language of the policy and the guidelines is not always accessible to lower level students.

Accommodation (W9–W22 as applicable)	Met
<i>All accommodation</i>	
W9 Students have a comfortable living environment throughout their stay.	Met
W10 Arrangements for cleaning and laundry are satisfactory.	Met
W11 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W12 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
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

W11 There are very detailed procedures and systems in place to check the safety and appropriacy of all homestay providers. All accommodation is re-inspected at least every two years and more often if necessary, for example if a homestay provider has not hosted students for some time or if there has been a complaint. The agency has built up considerable expertise in assessing the suitability of potential hosts and their homes.
W12 The agency holds very detailed profiles on all homestay providers, including photographic and travel information. Accredited providers have reported very positively about the agency's efficient service in making all required information available in good time.

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

Comments

All criteria in this area are fully met.

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

Comments

W21 The majority of students already live in private rented accommodation when they enrol.

Leisure opportunities	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.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Met

Comments

All criteria in this area are fully met.

Safeguarding under 18s

Safeguarding under 18s	Met
S1 There is a safeguarding policy which specifies procedures to ensure the safety and well-being of all students under the age of 18. A named member of staff is responsible for implementing this policy and responding to child protection allegations.	Not met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Met
S7 There are suitable arrangements for the accommodation of students.	Met
S8 There are suitable arrangements to ensure contact between the provider and parents, legal guardians or their nominated representatives concerning the welfare of students.	Met

Comments

At the time of the inspection there were 38 students enrolled. Of these three were aged 16–17 years. During the peak weeks there have been no enrolled students aged under 18.

S1 The policy does not include the names and contact details of the designated safeguarding lead and relevant external agencies. In addition, there is no mention of cover arrangements for key staff or guidelines on any action to be taken in the case of delayed staff suitability checks.

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	May 2014
Last full inspection	May 2014
Subsequent spot check (if applicable)	May 2015, March 2016 & September 2016
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	None
Other related accredited schools/centres/affiliates	None
Other related non-accredited schools/centres/affiliates	None

Private sector

Date of foundation	January 2013
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	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)
ELT/ESOL students (eligible courses)	At inspection	In peak week
Full-time ELT (15+ hours per week) 18 years and over	38	90

Full-time ELT (15+ hours per week) aged 16–17 years	2	5
Full-time ELT (15+ hours per week) aged under 16	0	0
Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	1	0
Part-time ELT aged under 16 years	0	0
Overall total ELT/ESOL students shown above	41	95
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	16	16
Adult programmes: typical age range	20–35	16–35
Adult programmes: typical length of stay	1 month	1 month
Adult programmes: predominant nationalities	Spanish, Brazilian, Colombian	Spanish, Brazilian, Colombian

Staff profile	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	5	5
Number teaching ELT 20 hours and over a week	2	
Number teaching ELT under 19 hours a week	3	
Number of academic managers for eligible ELT courses	1	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	2	
Total number of support staff	4	

Academic manager qualifications profile

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

The academic manager was timetabled for four hours in the week of the inspection.

Teacher qualifications profile

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	1
TEFLI qualification	3
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	0
Teachers without appropriate ELT/TESOL qualification	1
Total	5
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	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	17	3
Staying in privately rented rooms/flats	21	0
Overall totals adults/under 18s	38	3
Overall total adults + under 18s	41	