

Organisation name	Mountlands Language School, Exmouth
Inspection date	3–4 July 2018

<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.	Met

<b>Recommendation</b>
We recommend continued accreditation. However, evidence must be submitted within three months to demonstrate that weaknesses in M18, welfare and student services (W1, W2, W11) and safeguarding under 18s (S4, S6) have been addressed.

<b>Summary statement</b>
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The British Council inspected and accredited Mountlands Language School in July 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](http://www.britishcouncil.org/education/accreditation) for details).

This private language school offers vacation courses for under 18s and for closed groups of adults.

Strengths were noted in the areas of strategic and quality management and leisure opportunities.

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

## Introduction

Mountlands Language School was founded in 1989 and was taken over by the current managing director and a partner in 2005. In 2010 it became a limited company. The managing director is now the sole owner and oversees the management of the school, although day-to-day operational management is the responsibility of the full-time school manager. Academic management is the responsibility of the director of studies (DoS) and the academic manager. The school offers vacation courses in the summer and 'mini-stay' courses year-round to students from 11–17 years, or to closed groups from 9–17 years. Closed group courses for 18–20 year-olds are also offered, but have not yet run. The school has students for approximately 30 weeks of the year. Almost all students come from European countries and are accompanied by group leaders; most stay for one or two weeks.

The inspection lasted two days. The inspectors held meetings with the managing director, the school manager, the operations officer, the accommodation manager and the accommodation officer, the DoS and the academic manager, and the finance and sales administration officer. Focus group meetings were held with teachers, students, group leaders and activity leaders. One inspector visited three homestays. All the teachers timetabled to teach at the time of the inspection were observed.

## Address of main site/head office

8 Rolle Street, Exmouth EX8 1HE

## Description of sites visited

The school is situated in the centre of Exmouth and occupies three floors, above a shop with a ground floor entrance. There are ten classrooms, one of which doubles as a teachers' room, two offices, a staffroom (with basic kitchen facilities), a communal area and three toilets. A youth club, located five minutes' walk from the school, can be hired at peak times to provide facilities for lunches and recreation.

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

## Comments

The school runs two courses: a standard general English course of 15 hours per week combined with activities, and an English plus course, which combines 15 hours of general English with watersports, multisports or tennis. Courses can be double-banked, with lessons either in the morning or the afternoon. Students are aged 11–17.

## Accommodation profile

All the students are accommodated in full board homestays organised by the school. The homestays are located no more than 30 minutes' travel time from the school, either by bus or on foot

## Summary of inspection findings

### Management

The provision meets the section standard and exceeds it in some respects. The management of the provision operates to the benefit of both the students and the staff. The provider's stated goals and values are appropriate and inform all aspects of the operation. Communication channels are effective and there is a strong commitment to continuing professional development. Publicity is generally clear and accurate. *Strategic and quality management* is an area of strength.

### Premises and resources

The provision meets the section standard. The premises provide students and staff with comfortable classrooms and a professional environment for work and relaxation. Communal space is limited, but is generally well used. A

range of learning resources is available and is appropriate to the age and needs of the students. Guidance on the use of these resources is provided for staff and students where needed.

### Teaching and learning

The provision meets the section standard. The academic staff team has a professional profile appropriate to the context. Teachers receive good guidance from the academic managers to ensure that they support students in their learning. The topic-based courses are based on communicative principles and are generally managed to the benefit of the students. The teaching observed met the requirements of the Scheme.

### Welfare and student services

The provision meets the section standard and exceeds it in some respects. Student security and pastoral care are embedded into the school's ethos, policies and documentation. However, fire drills and training are inadequate and the school lacks a comprehensive plan for outside and unforeseen emergencies. Accommodation is appropriate for students and good systems are in place to monitor homestays and to communicate with homestay hosts. The leisure programme is varied, well planned and resourced. *Leisure opportunities* is an area of strength.

### Safeguarding under 18s

The provision meets the section standard. There are clear policies and practices for safeguarding under 18s, staff are trained and students are appropriately supervised within the scheduled programme. Some safer recruitment issues need attention.

## Evidence

### Management

Strategic and quality management	Area of strength
M1 There is a clear statement describing the goals and values of the organisation, which is made known to all staff.	Strength
M2 The management has clear objectives for the future of the organisation and has realistic plans to achieve them.	Strength
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.	Strength
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.	Strength
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

M1 The school has a clear statement of its core values, aims and goals, which is displayed prominently in notices and in other printed and electronic materials. It is clearly made known to all staff and students and informs the ethos and operation of the school.

M2 The school has developed clear plans and objectives for future development, which are described in a succinct but comprehensive three-year plan. Goals are set for each of the next three years and the plan is reviewed at the office team meetings every six weeks.

M3 There is a very clear operational structure in place, which is understood by all staff and which provides cover for all roles. Since the last full inspection, the school has used the services of a business coach to improve its strategic and operational management systems, and has increased the number of staff involved in management and administration. Operational and administrative staff are employed year round.

M4 There are good levels of informal contact and communication between all managers and staff, facilitated by the layout of offices and the compact nature of the site. In addition more formal meetings of the main office and academic teams are held with agendas and action points. Thorough pre-season and review meetings take place before and after the summer period.

<b>Staff management and development</b>	Met
M8 The provider implements appropriate human resources policies, which are made	Not met

known to staff.	
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.	Strength
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.	Strength

#### Comments

M8 Human resources policies and procedures are appropriately described in a handbook. However, staff records and files are not organised so that they are clear and accessible. There were several examples of essential personnel information either missing or being difficult to find.

M12 There is a very clear and well thought-out appraisal policy, which addresses the needs of all staff (management, administration, academic and activity staff). The different systems in place for casual staff and permanent staff are particularly appropriate to their roles and contracts.

M13 There is a strong commitment to continuing professional development (CPD), tailored to the particular needs of all staff members, and including training, workshops and an annual 'away-day' team-building event. There is a budget available and records showed that all staff took an active interest in CPD.

<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.	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.	Strength
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

M18 Information on emergency contact details on the main school database is not complete. The school is often reliant on the agent to hold and access this information.

M19 The policy on attendance and punctuality is made clear to all and is actively monitored and rigorously enforced. Records are kept and there was evidence of firm and proportionate action being taken.

<b>Publicity</b>	Met
M22 All publicity and information is accurate, and gives rise to realistic expectations about the premises, location, and the extent and availability of the services and resources.	Met
M23 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Met
M24 Publicity gives clear, accurate and easy-to-find information on the courses.	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.	Met
M27 Publicity gives an accurate description of any accommodation offered.	Met
M28 Descriptions of staff qualifications are accurate.	Not met

M29 Claims to accreditation are in line with Scheme requirements.	Not met
<b>Comments</b>	
The website is the main form of publicity generally available. There are future plans for a brochure and a video.	
M28 The school claims that all teachers are TEFLI, when this is not true for two of the current teachers.	
M29 The school does not routinely use the full version of the Accreditation Scheme marque: 'for the teaching of English in the UK'	

## 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.	Not 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>	
P3 The communal space in the building is insufficient for all the students, particularly during periods of wet weather. Classrooms can be used, but stairwells to the ground floor entrance become blocked during breaks.	

<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.	N/a
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

<b>Comments</b>	
All criteria in this area are fully met.	

## 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

<b>Comments</b>	
T1 One teacher does not have a Level 6 qualification. A rationale was submitted and accepted because he has	

considerable experience of post-compulsory education and practical training skills relevant to his deployment in the school.

T2 One teacher does not have an ELT qualification which meets Scheme requirements. A rationale was submitted and accepted because he has completed an initial ELT training course and inspectors were told that he will be enrolling on a TEFLI course in August.

T4 Academic management is the responsibility of the DoS and the academic manager. They carry out recruitment and support roles together. The DoS, who is TEFLQ, carries out all formal observations of teachers. The academic manager has a TEFLI qualification and is midway through a TEFLQ course. He anticipates completing this course early in 2019. The rationale for his involvement was accepted on this basis.

<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.	Strength
T10 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager.	Met

#### Comments

T9 The DoS and academic manager provide constant support and guidance to teachers before lessons, during breaks and after lessons. This aspect of support was appreciated by the teachers in the focus group meeting and was noticed by the inspectors throughout the day. In particular there is a weekly 'Friday Forum' where lesson planning is discussed and monitored and any concerns are addressed.

<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.	Met
T15 Courses include study and learning strategies that support independent learning and enable students to benefit from their programmes and continue their learning after the course.	Met
T16 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met

#### Comments

T11 This criterion is met in that the course design is clearly stated as taking a topic-based and integrated skills approach. However, the details of the course structure are not fully described in writing, and largely rely on verbal guidance from the academic management team.

<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.	N/a
T21 Academic reports are made available to students on request and, in the case of	Met

under 18s, to their parents/guardians.	
T22 Students wishing to progress to mainstream UK education have access to relevant information and advice.	Met

#### Comments

All criteria in this area are fully met.

#### Classroom observation record

Number of teachers seen	8
Number of observations	8
Parts of programme(s) observed	All

#### Comments

None.

<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.	Not met
T29 Lessons include activities to evaluate whether learning is taking place.	Not met
T30 Teachers demonstrate the ability to engage students and create a positive learning atmosphere.	Strength

#### Comments

T23 Teachers produced accurate models of spoken and written English but often did not model these forms effectively for the students.

T24 Lessons were relevant to the general needs of the students and focused on speaking skills and vocabulary.

T25 In some segments aims were expressed in terms of what the teacher was planning to do rather than the intended learning outcomes for the students.

T26 Some effective teaching techniques were observed, such as the use of concept check questions to check understanding, games to keep students involved and visuals to maintain interest. In weaker segments vocabulary was taught as a series of isolated words rather than exploiting opportunities for extending vocabulary range by, for example, the use of collocations and sentences.

T27 In stronger segments the seating arrangements and use of different resources were varied in order to ensure different interactions and types of learning activity. In weaker lessons seating arrangements and interaction patterns were unchanged throughout the observed segment.

T28 Although praise was used effectively, there was little evidence of teachers using correction techniques or providing feedback on the use of target language.

T29 There was very little evidence of activities being used to evaluate whether learning had taken place, and this aim did not feature in lesson plans.

T30 There was generally a good rapport evident in the observed lessons, with teachers demonstrating a good pace and an ability to motivate the students.

#### Classroom observation summary

Overall the teaching observed met the requirements of the Scheme and ranged from very good to satisfactory, with the majority being satisfactory. Knowledge of relevant language systems and the general needs of the students was adequate. Some teachers used techniques, resources and seating arrangements effectively, while others were less competent. Correction techniques and the evaluation of learning were largely non-existent, and, when used, were often ineffective. There was a positive learning atmosphere in most of the classes.

#### 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.	Not 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.	Strength
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.	Strength
W8 Students have access to adequate health care provision.	Met

<b>Comments</b>	
W1 The school has some good systems and procedures to ensure safety and security, including regular visits from the local police and fire service, daily safety checks, and risk assessments to cover all premises. However, fire drills only take place once per year and the school has no trained fire marshals. At the time of inspection, classroom risk assessments were inadequate. This was amended by the end of the inspection and is no longer a point to be addressed.	
W2 At the time of inspection there was no risk assessment for major emergencies outside of the school, nor did the school keep a record of individual student phone numbers. As a result, the school has no comprehensive plan in place for major incidents, particularly those taking place outside of the school premises.	
W4 The school's ethos promotes tolerance and respect and this is reflected throughout policies, interactions, handbooks and noticeboards. All staff have received Prevent training.	
W7 The school provides comprehensive information in regards to life in the UK in the student handbook. This is consolidated through classroom learning and the homestay experience.	

<b>Accommodation (W9–W22 as applicable)</b>	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.	Met
W13 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Met
W14 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W15 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Strength

<b>Comments</b>	
W11 Homestays are re-inspected every year, and homestay details are kept on a comprehensive database. Gas safety checks are up to date. All homestays had fire risk assessments, although they were generic and in some cases not signed or dated.	
W14 The school sends homestays a newsletter with updates and holds information evenings for homestays. All of the homestays visited reported that the school communicates clearly and frequently using a variety of media.	
W15 The school offers excellent levels of training, support and a supplementary payment to homestay providers catering for special dietary requirements.	

<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	Met



language, unless the students, their agents, parents or legal guardians specifically request this in writing.	
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.

#### Accommodation: other

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

#### Comments

None.

#### Leisure opportunities

#### Area of strength

W23 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Met
W24 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W25 Any leisure programmes are well organised and sufficiently resourced.	Strength
W26 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Met
W27 Staff supervising sporting and leisure activities on or off-site have appropriate experience and training.	Strength

#### Comments

W24 There is an excellent and varied activities programme which is appropriate to a range of interests and ages and has contingency plans for bad weather.

W25 Activities are well planned and resourced. Excursions are well prepared, staff are well briefed and given comprehensive packs with appropriate resources.

W27 Activity staff receive comprehensive training, induction and mentoring from trained senior staff.

### Safeguarding under 18s

<b>Safeguarding under 18s</b>	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.	Met
S2 The provider makes the policy known to all adults in contact with under 18s through their role with the organisation, and provides guidance or training relevant to its effective implementation.	Met
S3 The provider has written parental/guardian consent reflecting the level of care and support given to students under 18, including medical consent.	Met
S4 Recruitment procedures for all roles involving responsibility for or substantial access to under 18s are in line with safer recruitment good practice and the organisation's safeguarding policy.	Not met
S5 There are suitable arrangements for the supervision and safety of students during scheduled lessons and activities.	Met
S6 There are suitable arrangements for the supervision and safety of students outside the scheduled programme.	Not 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 inspection the school had 24 students enrolled aged 16/17 and 117 aged 11–15, all of whom are accommodated in homestay. Publicity states that the school does accept students aged 18 and over, but it has not had any enrolments.

S4 DBS certificates for two senior members of staff were more than three years old. References for some hosts recruited since January 2016 do not include a question about suitability to work with under 18s.

S6 While the rules for students are clear and known by all, there are no risk assessments for what students may do when unsupervised outside the scheduled lesson or activity times.

### 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	2010
Last full inspection	2014
Subsequent spot check (if applicable)	N/a
Subsequent supplementary check (if applicable)	N/a
Subsequent interim visit (if applicable)	N/a
Current accreditation status	Accredited
Other related non-accredited activities (in brief) at this centre	N/a
Other related accredited schools/centres/affiliates	N/a
Other related non-accredited schools/centres/affiliates	N/a

### Private sector

Date of foundation	1989
Ownership	Name of company: Mountlands Language School Company number: 7200884
Other accreditation/inspection	N/a

### Premises profile

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

### Student profile

Student profile	At inspection	In peak week: July (organisation's estimate)
	At inspection	In peak week
<b>ELT/ESOL students</b> (eligible courses)		
Full-time ELT (15+ hours per week) 18 years and over	N/a	N/a
Full-time ELT (15+ hours per week) aged 16–17 years	24	38
Full-time ELT (15+ hours per week) aged under 16	117	175

Part-time ELT aged 18 years and over	0	0
Part-time ELT aged 16–17 years	0	0
Part-time ELT aged under 16 years	0	0
<b>Overall total</b> ELT/ESOL students shown above	<b>141</b>	<b>213</b>
Junior programmes: advertised minimum age	11 (9 for closed groups)	11 (9 for closed groups)
Junior programmes: advertised maximum age	17	17
Junior programmes: predominant nationalities	Spanish, German, French, Italian	Spanish, German, French, Italian
Adult programmes: advertised minimum age	N/a	N/a
Adult programmes: typical age range	N/a	N/a
Adult programmes: typical length of stay	N/a	N/a
Adult programmes: predominant nationalities	N/a	N/a

<b>Staff profile</b>	At inspection	In peak week (organisation's estimate)
Total number of teachers on eligible ELT courses	6	9
Number teaching ELT 20 hours and over a week	4	
Number teaching ELT under 19 hours a week	2	
Number of academic managers for eligible ELT courses	2	0
Number of management (non-academic) and administrative staff working on eligible ELT courses	7	
Total number of support staff	2 (interns)	

#### **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	1
Total	2
Comments	

Both the DoS and the academic manager were scheduled to teach 15 hours during the week of the inspection.

#### **Teacher qualifications profile**

Profile in week of inspection	
Professional qualifications	Number of teachers
TEFLQ qualification	2
TEFLI qualification	4
Holding specialist qualifications only (specify)	0
Qualified teacher status only (QTS)	1
Teachers without appropriate ELT/TESOL qualification	1
Total	8
Comments	

The numbers include the two members of the academic management team.

#### **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	N/a	141
Private home	N/a	0
Home tuition	N/a	0

Residential	N/a	0
Hotel/guesthouse	N/a	0
Independent self-catering e.g. flats, bedsits, student houses	N/a	0
<i>Arranged by student/family/guardian</i>		
Staying with own family	N/a	0
Staying in privately rented rooms/flats	N/a	0
Overall totals adults/under 18s	N/a	141
Overall total adults + under 18s	141	