

Organisation name	NCG Liverpool
Inspection date	1–2 October 2025

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 safe, 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 with a supplementary inspection for the junior summer school in 2026. However, evidence must be submitted within three months to demonstrate that weaknesses in S4 have been addressed.

Summary statement
The British Council inspected and accredited NCG Liverpool in October 2025. 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).

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

Strengths were noted in the areas of strategic and quality management, staff management and development, student administration, premises and facilities, learning resources, academic staff profile, academic management, learner management, teaching, care of students, accommodation, and leisure opportunities.

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

Introduction
New College Group, Liverpool is part of the New College Group (NCG) group of schools which also has another year-round school in Manchester, and since 2024 a school for group bookings in Cheshire. The latter is not included in the NCG schools' accreditations. Head office (HO) and the senior management team are based in the Manchester school, with the exception of the principal of NCG Liverpool. The school offers open enrolment courses all year round as well as closed group courses (14+) on demand.

Two summer residential vacation courses are included in the Manchester and Liverpool schools' accreditations. The residential course which runs at the University of Portsmouth is offered for 12–17 year olds, although in

practice the management and administration for both of these vacation courses is based in the HO which is located in the same premises as NCG Manchester.

The inspection, with two inspectors, took one and a half days. Meetings were held with the principal, the commercial director (based in the HO), the director of studies, the marketing manager (based in the HO), the student support manager, the student support officers and the head of summer schools and groups (based in the HO). Focus group meetings were held with teachers and students. All of the teachers timetabled to teach during the period of the inspection were observed. One inspector visited two homestays remotely, spoke to two others who hosted under 18s, and visited a residence in person.

Address of main site

NCG Liverpool, 1st Floor, Merchants Court, 2-12 Lord St, Liverpool L2 1TS

Description of sites visited

The school occupies space on the first floor of an office building in the centre of Liverpool. The school has a shared entrance on the ground floor leading to an enclosed area on the first floor where there is a reception area and a student support office and a small sales office. There are 10 classrooms, a teachers' room with an attached staff kitchen and a student recreation area. Toilets are shared with the rest of the building. These can be accessed from the rear of the school via a secure door operated by key cards.

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 type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>
Applied English/Content and language integrated learning (CLIL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher development (excludes award-bearing courses)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESOL skills for life/for citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Year round the school offers General English courses as well as closed group courses and IELTS examination preparation courses; business English, skills practice and IELTS classes are also offered as afternoon options. Some teacher development closed group courses are also offered.

The residential vacation courses offer general English with a programme of activities and excursions included.

Management profile

The principal, who is responsible for the day-to-day running of the Liverpool school and also has oversight of academic matters in both NCG schools, reports to the commercial director who is based at the head office (HO) in the Manchester school. The director of studies (DoS) reports to the principal. The principal also line manages the student support manager (SSM) who manages two student support officers. The DoS manages two senior teachers and the rest of the teaching team.

HO provides oversight of the summer school, which is managed by a separate team who are appointed on a temporary basis, but with full support from HO.

Accommodation profile

The school provides and manages its own homestay accommodation and also offers different levels of residential accommodation in three commercial residences. In the residential accommodation, students from NCG are grouped together in flats.

Summary of inspection findings

Management

The provision meets the section standard and exceeds it in some respects. The structure and ethos are clear and communication and planning are very effective. Staff are managed well and have access to a wide range of development opportunities. Student administration is carried out with very good care and attention to the needs of students, publicity is mostly clear, and the management of the provision operates to the benefit of students.

Strategic and quality management, Staff management and development and Student administration are areas of strength.

Premises and resources

The provision meets the section standard and exceeds it in some respects. The premises are very well equipped and looked after, providing a comfortable environment for students and staff. Risk assessment is carried out effectively and there are good measures in place to ensure the safety and security of students. There are appropriate resources available and there is good guidance on the use of these resources for both staff and students. *Premises and facilities and Learning resources* are areas of strength.

Teaching and learning

The provision meets the section standard and exceeds it in some respects. The academic staff team has a professional profile (qualifications, experience and continuing professional development) very appropriate to the context. Teachers receive very good support and guidance and have access to development opportunities to ensure that the support offered to student learning is effective. Courses are structured and managed to provide the maximum possible benefit to students. The teaching observed met the requirements of the Scheme. *Academic staff profile, Academic management, Learner management and Teaching* are areas of strength.

Welfare and student services

The provision meets the section standard and exceeds it in some respects. Procedures for managing emergency situations are robust, and pastoral care is very well provided for. Accommodation is very well managed and the leisure programme is varied and well organised. *Care of students, Accommodation, and Leisure opportunities* are areas of strength.

Safeguarding under 18s

There is generally appropriate provision for the safeguarding of students under the age of 18 within the organisation and in any leisure activities or accommodation provided. However, safer recruitment procedures are not always followed.

Declaration of legal and regulatory compliance

The items sampled were satisfactory.

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.	Met
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.	Strength
M6 The provider regularly seeks and records feedback from all staff on the services offered. Appropriate action is taken and recorded.	Strength
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.	Strength
Comments	

M2 The school's objectives are closely aligned to that of the company, with detailed realistic sales, operations and improvement plans with very good monitoring procedures. There was clear evidence of input into these plans from the provider.

M3 The structure of the organisation is made clear in handbooks and further clarified by photographs of staff on noticeboards. Staffing arrangements are generous, and additional staff are recruited in busier periods. Staff receive training or have previous experience in other roles which enable seamless cover arrangements as required.

M4 There are very effective formal and informal channels of communication both within the organisation, between the two NCG schools and with external stakeholders such as accommodation providers and seasonal premises providers.

M5 Formal feedback is gathered from students in their first week of study and at the end of the course. The return rate is very good, with meticulous analysis shared with appropriate staff members and very good records of any follow-up actions. There are also other informal channels which feed effectively into the improvement cycle.

M6 There are very good formal and informal procedures for obtaining feedback from all staff, with clear and well-communicated documentation for analysing and recording action points. The school has an effective exit feedback process. Feedback processes include a staff well-being survey.

M7 There is a comprehensive and regular quality review cycle incorporating multiple sources of references. Feedback from both staff and students as well as cross-company comparisons are incorporated. The self-evaluation against Accreditation UK criteria is excellent.

Staff management and development	Area of strength
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 ensures that these are up to date.	Met
M10 There are effective procedures for the recruitment and selection of all staff.	Strength
M11 There are effective induction procedures for all staff.	Met
M12 There are effective procedures for monitoring and appraising all staff, for highlighting good performance, 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 (CPD) of all staff to meet the needs of the individual, the students and the organisation.	Strength

Comments

M10 Recruitment and selection procedures for staff are very effective. Appropriate staff have received safer recruitment training. There are comprehensive procedures in place for each stage of the process.

M12 The school has a well-established and effective performance review procedure. This is clearly developmental in nature, and clear targets are set, reviewed and link to continuing professional development (CPD). Staff in the focus group report that they find the process supportive and helpful.

M13 There are very effective procedures to ensure appropriate and relevant CPD. There is a CPD budget available and there is clear evidence to show how staff have been encouraged, guided and supported in their development.

Student administration	Area of strength
M14 Staff are helpful and courteous to students and their representatives, and provide good levels of customer service.	Strength
M15 Students or their representatives receive sufficient information and advice on their course choices before arrival and during their stay.	Strength
M16 There are clear systems in place to enrol students effectively and maintain accurate information about student payment and course details. This information is readily accessible to relevant staff.	Strength
M17 There are effective systems to maintain up-to-date and accessible records of local contact details for students, and their designated emergency contacts.	Met
M18 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
M19 All staff and students are made aware of conditions and procedures under which a student may be asked to leave the course.	Met
M20 All students and, where appropriate, group leaders and parents/legal guardians, receive information in writing about who to see about problems and how to make a complaint.	Met

Comments

M14 Staff are very helpful and courteous to students and their representatives. Students in both the focus group and in formal feedback report that they find staff approachable and very willing to assist. The maintenance of this high quality is supported through ongoing training and review of feedback.

M15 Comprehensive pre-course information and communication is provided through a variety of channels at both the pre-arrival and post-arrival stages. Accurate and useful information written in appropriate language is sent to students and their representatives during the booking process.

M16 The terms and conditions applicable to course bookings and refunds are clearly stated and enrolment systems and records are very good.

M18 The attendance and punctuality policy is clear and communicated effectively to staff and students. Any attendance and punctuality issues are systematically followed up with sensitivity as to possible causes.

Publicity	Met
M21 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.	Strength
M22 All publicity and information about the provider and the services it offers is in clear, accurate and accessible English.	Strength
M23 Publicity gives clear, accurate and easy-to-find information on the courses.	Met
M24 Publicity includes clear, accurate and easy-to-find information on costs.	Met
M25 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
M26 Publicity gives an accurate description of any accommodation offered.	Met
M27 Descriptions of staff qualifications are accurate.	Not met
M28 Claims to accreditation are in line with Scheme requirements.	Not met

Comments

Publicity comprises a website as well as printed brochures; one for general provision and one specifically for junior courses. The website is the main form of publicity.

M21 The descriptions and pictures are fully representative of the student experience.

M22 All information is very well written in accurate, accessible English. There is a very useful and effective translation tool into key languages.

M27 Descriptions of the Portsmouth summer school teachers' qualifications in a video on the website are not accurate. This was addressed during the inspection and is no longer a point to be addressed.

M28 The website inaccurately claims that the school was awarded a strength in teaching at the last inspection. This was addressed during the inspection and is no longer a point to be addressed.

Premises and resources

Premises and facilities	Area of strength
P1 Providers ensure the safety and security of students on their premises by measures appropriate to their age and background, and the location.	Strength
P2 Premises, including any external areas, are in a good state of repair, cleanliness and decoration, and provide a comfortable environment for students and staff.	Strength
P3 Classrooms and other learning areas provide a suitable study environment.	Strength
P4 Students have adequate room and suitable facilities for relaxation and the consumption of food.	Met
P5 There is adequate signage to buildings, routes, rooms and exits, and there are facilities for the display or sharing of general information.	Strength
P6 There is sufficient space for all staff, for work, meetings, relaxation and the storage of personal possessions.	Met

Comments

P1 An experienced member of the team works with a colleague in the other NCG school to oversee all aspects of the safety and security of students on the premises. Their work is supported with various very effective policies and procedures. The risk assessments are extremely thorough with very appropriate measures in place to mitigate the risks. Four members of staff receive regular fire marshal training and both staff and students are clear about evacuation and invacuation procedures.

P2 Premises are clean, well maintained and in an excellent state of repair. Thoughtful use has been made of the premises to provide a very comfortable environment.

P3 Classrooms are spacious, with natural light and excellent facilities. Furniture is easily moveable to enable different classroom configurations.

P5 Branded signage is very good throughout the premises, and the notice boards are eye-catching and feature well-presented, relevant and up-to-date information and advice.

Learning resources	Area of strength
P7 There are sufficient learning resources for classroom use 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.	Strength
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.	Strength
P10 Students have access to resources for independent learning, relevant to their learning aims and expectations.	Met
P11 There is a policy for the continuing review and development of teaching and learning resources, and evidence of its implementation.	Strength

Comments

P8 Learning resources are very well organised and available for teachers to use on a well-used online storage platform. Teachers report very positively about the quality and access to additional paper and online materials.

P9 Educational technology in the classrooms is well maintained and used regularly and confidently. Technical support for computers and interactive whiteboards is provided, and staff receive training in both use of technology and how to access support from a specialised senior teacher. There is reliable Wi-Fi provision throughout the school.

P11 There is continuous reviewing and development of teaching and learning resources. Teachers provide both formal and informal feedback and receive timetabled time to review and produce new resources as required.

Teaching and learning

Academic staff profile	Area of strength
T1 There is a clear recruitment and support policy for the academic team relevant to the stated course objectives and student profile.	
T2 The academic manager/academic management team has an appropriate professional profile to provide academic leadership.	
T3 The teaching team has ELT/TESOL qualifications, general level of education, experience, knowledge and skills relevant to the courses they are teaching.	

Comments

The academic staff team has a professional profile (qualifications and experience) that is clearly appropriate to the school's context. All members of the academic management team are TEFLQ and very experienced. All the teachers have a level 6 qualification and are experienced. Five teachers are TEFLQ.

The recruitment and support policy is very effectively devised and implemented in line with the stated course objectives and the student profile. The policy results in a well-balanced academic team relevant to the courses and financial support is available to upgrade qualifications.

Academic management	Area of strength
T4 Teachers are matched appropriately to courses and there are effective procedures for the appropriate timetabling of students, courses and classrooms.	Strength
T5 There are formalised arrangements for covering for absent teachers which are satisfactory to students and staff.	Strength
T6 Where enrolment is continuous, explicit attention is paid to all aspects of academic management affected.	Strength
T7 There are effective arrangements for the academic induction of new teachers appropriate to their needs.	Strength
T8 There are effective arrangements, led by an academic manager, to ensure appropriate day-to-day guidance and support for all teachers.	Strength
T9 There are effective arrangements for the observation and monitoring of teachers' performance by a TEFLQ academic manager based on clear standards known to teachers.	Strength

T10 There are effective procedures to ensure the continuing professional development (CPD) of all teachers to meet the needs of the individual teachers, the students, and the organisation.	Strength
Comments	
<p>T4 Arrangements for timetabling are very good. Students are able to check their schedule on the school app. Teachers' deployment is clearly linked to their professional experience, developmental needs and preferences.</p> <p>T5 There are excellent mechanisms for proactively managing cover for absent teachers. Staff are allocated as cover teachers in advance, with a comprehensive handover procedure in place.</p> <p>T6 Attention is paid to all aspects of academic management affected by continuous enrolment. Excellent information is given to teachers and students. Courses are effectively designed to accommodate continuous enrolment.</p> <p>T7 New teachers are well supported by an extended and comprehensive induction process, including a mentoring system and support with lesson planning from more experienced staff as required. New teachers' developmental needs are followed up after an initial observation.</p> <p>T8 Teachers are very well guided and supported by the DoS and senior teachers. The DoS is not timetabled to teach, and the senior teachers have a limited timetable. The senior teachers are located in the teachers' room and are therefore very accessible to teachers.</p> <p>T9 There is an annual timetable for observations, which include a formal observation based on agreed and shared standards, peer observation opportunities and drop-in observations. Feedback from formal observations is thorough, identifying strengths in the teaching team as well as areas for improvement, and these link effectively to the CPD offer.</p> <p>T10 There are very effective procedures to ensure the CPD of teachers. Teachers are encouraged to attend and lead these sessions and present at external events and to upgrade their qualifications. There are multiple monthly in-house training sessions, based on needs and interests identified in observations and appraisals.</p>	
Course design and implementation	Met
T11 The course design is comprehensive and is based on the provider's stated approach to learning or educational philosophy, and is appropriate to the learning context.	Met
T12 Courses include strategies which help students to develop their language skills outside the classroom and benefit linguistically from their stay in the UK.	Met
T13 Course design is regularly reviewed in light of the different and changing needs of students and feedback from teachers and students.	Strength
T14 Written course outlines and intended learning outcomes, appropriate to the course length and type, are available to students and referred to in class.	Met
Comments	
T13 Course design is reviewed regularly, and staff had input into recent changes and subsequent materials development for afternoon focus classes. A timetabled weekly session at the end of each week enables students to contribute to the plans for the following week.	
Learner management	Area of strength
T15 There are effective procedures for the correct placement of students, appropriate to their level and age.	Strength
T16 There are effective procedures for evaluating, monitoring and recording students' progress.	Strength
T17 Students are helped to identify their learning needs and receive support to meet course objectives.	Met
T18 Where relevant, students are guided to select the examinations and examination training best suited to their needs and interests. Students wishing to progress to mainstream UK education have access to relevant information and advice.	Strength
Comments	
<p>T15 Placement is carried out very efficiently and effectively, with assessment covering all relevant areas, including speaking. Students feel they have been placed in the correct level, which was supported by evidence from lesson observations.</p> <p>T16 There are various procedures for monitoring students' progress. As well as weekly review tests and homework, students' developmental needs are well supported by the tutorial system. Record-keeping is excellent.</p> <p>T18 Students receive very good support and advice about examinations and progression to mainstream education from the DoS and principal. NCG's sister company also provides a university-placement service to international students. They can provide professional advice and information to the students at the school.</p>	

Classroom observation record

Number of teachers seen	7
Number of observations	7
Parts of programme(s) observed	General English
Comments	
A senior teacher was present but did not teach during the inspection period.	

Teaching: classroom observation	Area of strength
T19 Teachers produce accurate models of spoken and written English; they provide clear explanations and relevant examples of language and usage, that are appropriate to the aims of the lesson and suitable for the students' level.	Met
T20 The content of the lessons is based on the overall course objectives and takes into account the differing students' needs and backgrounds.	Strength
T21 The intended learning outcomes of lessons are made known to students, and are achieved through an appropriate sequence of activities.	Met
T22 Teaching techniques used are appropriate to the focus of the lesson, to the context, and to the needs of the group and individual learners.	Strength
T23 Teachers enhance learning by effectively managing the classroom environment and teaching and learning resources.	Strength
T24 Students receive and benefit from appropriate and timely feedback on their performance during the lesson.	Met
T25 Lessons include activities for teachers and students to evaluate whether learning is taking place.	Strength
T26 Teachers promote a positive and inclusive learning atmosphere and students are engaged in the lesson.	Strength

Comments	
<p>T19 Most teachers produced very good models of spoken and written language and were able to respond effectively to students' questions and expand and explain emergent language. Occasionally there were instances of inaccurate pronunciation modelling and errors in language shared with learners.</p> <p>T20 Class profiles were very well written and demonstrated a thorough understanding of individuals' strengths and weaknesses, leading to appropriate differentiation in almost all sessions observed. Content was tailored to meet both the needs of the individual students and the class, and was appropriate to stated course objectives.</p> <p>T21 Generally, the intended learning outcomes were shared appropriately with students and planning indicated an appropriate sequence of activities. In weaker segments, outcomes were not clearly communicated to the students.</p> <p>T22 The vast majority of teaching observed demonstrated a wide range of appropriate teaching techniques which were used competently and confidently. These included some excellent instructions, good use of nomination and questioning, eliciting and prompting, and some good development of study.</p> <p>T23 In almost all cases, the classroom environment and resources were managed very effectively, with particularly strong use of technology and helpful boardwork.</p> <p>T24 A range of correction techniques that included on-the-spot, delayed, peer and self-correction was observed in most sessions. There was generally good use of positive feedback. However, in weaker segments some opportunities for correction were overlooked, particularly in pronunciation.</p> <p>T25 In almost all sessions seen very good instances of effective evaluation were noted, These included the use of online quizzes, student evaluation of each other's work, and reflection stages.</p> <p>T26 There was a positive and inclusive learning atmosphere in almost all sessions observed. Personalised activities with engaging varied content led to high levels of engagement and student talk.</p>	

Welfare and student services

Care of students	Area of strength
W1 There is a comprehensive plan to respond to any emergency. This plan is known to all staff, and relevant elements are known to students.	Strength
W2 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.	Strength
W3 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
W4 Where relevant, students receive a 24-hour emergency contact number for the provider, in writing.	Met

W5 Students receive advice on relevant aspects of travel to and life in the UK.	Met
W6 Students have access to adequate health care provision.	Strength
Comments	
W1 There is a well-structured emergency response plan in place. Evidence indicates that students, staff, and homestay hosts are thoroughly informed about the relevant procedures, which have proved to be effective. Additionally, aspects of the emergency plan are integrated into the leisure programme.	
W2 Students receive excellent pastoral care and report feeling very well supported by all staff. They know who to approach with personal problems. The welfare officer is a qualified counsellor. The student services team have received mental health first aid training, and one of the teachers has a background and training in SEN.	
W3 The school has clear and thorough policies to promote tolerance and respect. Students are made aware of these policies through appropriate language and posters. Inclusivity is very evidently at the core of activities promoted within the school.	
W6 Students have good access to adequate health care within the school, during leisure activities, and outside the school. They are given accurate and up-to-date information about the health services available to them and are accompanied to hospital or clinic appointments when appropriate.	

Accommodation (W7–W18 as applicable)	Area of strength
<i>All accommodation</i>	
W7 Students have a comfortable living environment throughout their stay.	Strength
W8 Arrangements for cleaning and laundry are satisfactory.	Met
W9 A responsible representative inspects all accommodation (for safety and suitability) before students are placed, and at least every two years after that.	Strength
W10 Students receive written confirmation of accommodation booked, giving clear and accurate information.	Strength
W11 There are effective procedures for identifying and resolving any problems students have with their accommodation.	Strength
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider with respect to the provision of accommodation services.	Strength
W13 Students receive meals as agreed; these offer a well-balanced diet, taking into account any reasonable dietary requirements students may have.	Met

Comments	
W7 Both homestay and residential accommodation visited was of a very good standard. Students commented positively about their hosts, many of whom have worked with the school for many years and are still in touch with many previous students who have stayed with them.	
W9 The member of staff responsible for arranging accommodation is extremely experienced and has built up very good relations with the homestay hosts and residential staff. Visits are carried out very regularly and scrupulous records are kept. There is a very easy system of identifying when visits or other checks are due.	
W10 Students receive clear and comprehensive written confirmation of their accommodation. This includes a pen portrait of the homestay, and photographs of the home are sent on request. Hosts and students are encouraged to contact each other pre-arrival.	
W11 Students are asked individually on day 1 about their accommodation and this is followed up by the week one questionnaire later in the week. All issues are followed up and records are kept. Students reported that any issues they had raised had been dealt with effectively and with sensitivity.	
W12 Accommodation providers receive written confirmation of the rules, terms and conditions applied by the provider and these are clearly documented in contracts and exchanges of policies and procedures with residences and in a comprehensive handbook for homestays.	

<i>Accommodation: homestay only</i>	
W14 Homestay hosts comply with the agreed terms and conditions for student placements.	Met
W15 Homestay placements encourage students to use English.	Met
W16 Hosts ensure that there is an adult available to receive students on first arrival.	Met

Comments	
All criteria in the above area are fully met.	

<i>Accommodation: other</i>	
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W17 Students receive information about the implications of their living in private rented accommodation and advice in case of difficulties.	Met
W18 The provider monitors any other accommodation recommended, and booking and payment arrangements are clear.	N/a

Comments

All criteria in the above area are fully met.

Leisure opportunities	Area of strength
W19 Students have appropriate information about and access to social, cultural and sporting events and activities which enhance their experience of studying in the UK.	Strength
W20 The content of any leisure programme is appropriate to the age and interests of the students.	Strength
W21 Any leisure programmes are well organised and sufficiently resourced.	Strength
W22 There are effective systems to ensure the health and safety of students on all on-site and off-site activities.	Strength
W23 Staff supervising sporting and leisure activities on or off-site have appropriate experience, support and training.	Met

Comments

W19 Students are kept very well informed about local activities and events, and students are encouraged to attend the weekend and evening suggestions which are included in the leisure programme. The school has strong links with a local charity and students are given the opportunity to volunteer at the centre and to donate unwanted items. Students in the residence are invited to weekly social events and have use of the gym and other facilities.

W20 The content of the programme is very well suited to the interests and profile of the students. The student council meets regularly to discuss the content of the programme and new events are frequently trialled.

W21 The student services team plan and deliver a very well organised programme of events. Teachers are also encouraged and invited to attend or lead trips and activities. Excursions are very well planned, and staff are well-briefed.

W22 There are effective systems to ensure the health and safety of students. The risk assessments are produced by an experienced and trained member of staff and the assessments are regularly reviewed, taking account of feedback after each trip. There is a trained first aider on every trip.

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.	Strength
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.	Strength
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.	Strength
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

Year round there are only a small number of under 18s enrolled on the adult courses; eight students aged 17 were enrolled at the time of the inspection. Closed groups of under 18s are accepted through the year.

S1 There is a comprehensive safeguarding policy which is implemented through and supported by relevant documents such as codes of conduct. The policy includes age differentiation.

S2 The policy is known to all adults in contact with under 18s, including homestay hosts. The designated safeguarding team comprises two members trained to specialist level and other members trained to advanced level. All staff have completed basic level training, which homestays are also encouraged to complete.

S4 Recruitment procedures are not always in line with safer recruitment good practice. One homestay hosting students aged under 18 did not have the required police checks.

S5 There are good arrangements to ensure the safety and supervision of students during scheduled lessons and activities. There are comprehensive risk assessments and measures in place to mitigate risks when groups of under 18s are sharing the premises with adult students, such as staggered break times and use of toilets. The attendance of 16 and 17 year-olds on adult courses is closely monitored and appropriate actions taken when needed.

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	2015 (extension) 2017 (Full)
Last full inspection	2021
Subsequent checks/visits (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	NCG Manchester
Other related non-accredited schools/centres/affiliates	Cheshire closed group centre

Private sector

Date of foundation	2 June 2015
Ownership	NCG (Liverpool) Limited Company number: 09617974 Owned by Sadiq Basha/NCG Holdings Ltd
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	University of Portsmouth, junior summer school (JSS), June to August, six rooms

Student profile	At inspection	Estimate at peak	Summer School (University of Portsmouth)
ELT/ESOL students (eligible courses)	At inspection	July	July
Full-time ELT (15+ hours per week) 18 years and over	78	130	0
Full-time ELT (15+ hours per week) aged 16–17 years	7	27	25
Full-time ELT (15+ hours per week) aged under 16	0	0	93
Part-time ELT aged 18 years and over	0	0	0
Part-time ELT aged 16–17 years	0	0	0
Part-time ELT aged under 16 years	0	0	0
Overall total ELT/ESOL students shown above	85	157	118
Adult programmes: advertised minimum age	16	16	N/a
Adult programmes: typical age range	16–65	16–65	N/a
Adult programmes: typical length of stay	8–12 weeks	8–10 weeks	N/a
Adult programmes: predominant nationalities	Saudi Arabian, Brazilian, Kuwaiti, Thai	Saudi Arabian, Omani, Brazilian, Kuwaiti	N/a
Junior programmes: advertised minimum age	N/a	14	12
Junior programmes: advertised maximum age	N/a	17	17
Junior programmes: typical length of stay	N/a	1–4 weeks	1–4 weeks
Junior programmes: predominant nationalities	N/a	Thai, Mexican	Brazilian, Turkish, Saudi

Staff profile	At inspection	Estimate at peak	Summer School (Portsmouth)
Total number of teachers on eligible ELT courses	8	11	6
Number teaching ELT 20 hours and over a week	6		
Number teaching ELT under 20 hours a week	1		
Number of academic managers for eligible ELT courses	2	2	1
Number of management (non-academic) and administrative staff working on eligible ELT courses	4		
Total number of support staff	0		

Academic manager qualifications profile

Profile at inspection		
Professional qualifications	Number of academic managers	Summer School (Portsmouth)
TEFLQ qualification and at least three years' full-time relevant teaching experience	2	1
Academic managers without TEFLQ qualification or three years' relevant experience	0	0
Total	2	1

Comments

None.

Teacher qualifications profile

Report expires 31 March 2030

Profile in week of inspection		
Professional qualifications	Number of teachers	Summer School
TEFLQ qualification/profile	5	0
TEFLI qualification	3	3
ATEFL registered portfolio in progress	0	0
Non-ELT-related qualified teacher status only (for short courses for under 18s)	0	3
Holding specialist qualifications only (for ESP/CLIL)	0	0
Alternative professional profile	0	0
Total	8	6
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	Summer School
<i>Arranged by provider/agency</i>			In peak week
Homestay	9	4	0
Private home	0	0	0
Home tuition	0	0	0
Residential	36	0	118
Hotel/guesthouse	0	0	0
Independent self-catering e.g. flats, bedsits, student houses	0	0	0
<i>Arranged by student/family/guardian</i>			
Staying in own home, with own family or in privately rented rooms/flats	33	3	N/a
Overall totals adults/under 18s	78	7	118
Overall total adults + under 18s	85		

Items requiring early action

Evidence must be submitted within three months to demonstrate that weaknesses in S4 have been addressed.